

**Efficacy of Secondary Level Short Term Study Abroad Programmes
between Japan and New Zealand:
The Case Study of Darfield High School**

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the requirements for
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by Sumiyo Hayakawa Buist
University of Canterbury

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Abstract

International education has been a growing trend globally over the past thirty years. Since the late 1980s, the popularity of study abroad programme amongst Japanese students has also seen a significant increase following the international education trend.

A more recent trend in international education has been the development of shorter term study abroad programmes and the value of these programmes has been widely recognised in Japan. In response to Japanese government initiatives, Japanese secondary schools have developed short-term programmes in order to develop students' international awareness. As a result, a large number of Japanese high school students have participated in a short-term study abroad programme in the last 20 years.

Japan and New Zealand have a long history of sister school relationships. By 2012, 191 Japanese high schools had established sister school relationships, and these school links have provided the impetus for exchange programmes; which means that many Japanese high school students visit New Zealand schools to study in short-term programmes (for less than three months) or longer.

Several scholars have investigated the learners' outcomes of the short-term study abroad of university students. From their studies, it has been established that the main learning objectives of study abroad programmes, are second language acquisition, intercultural competence and personal development. However, little is yet known about the outcomes of younger students who have participated in short-

term programmes; only a few attempts have so far been made to analyse the case of Japanese secondary school students' short-term programmes, and few still refer specifically to programmes in New Zealand.

One of my main objectives was to determine a) what were the objectives of Japanese secondary students to participation in a short-term study abroad programme in New Zealand, b) whether they feel satisfied that their objectives have been. Also, as other researchers mentioned, could benefits such as second language acquisition, intercultural competence and personal development be claimed by secondary schools participating in these programmes – specifically the Darfield High School short-term programme that is my case study.

In order to do this, I conducted two surveys with four different groups of Japanese secondary school students who visited Darfield High School from 2009 to 2012 as a case study.

The findings suggest that many Japanese secondary school students expected to improve their English conversation skills, but they did not feel much improvement in this area after the programme, however, upon reflection, after the programme, students recognised that they had gained far more than they had expected in a general sense. For example, many participants expected to learn about some of the aspects of New Zealand culture as a result of the programme and indeed many students felt that they accomplished this objective, in addition to learning more about their own culture.

It is anticipated that the results of my research will assist those who organise study abroad programmes, assist students to maximise their learning, and benefit organisations who host students from overseas.

Chapter 1: Introduction

Introduction

The internationalisation of higher education has become a trend throughout the world since the late 1980s. In Japan, this trend was reflected in the increasing popularity of the various opportunities to study abroad. Thus between 1986 and 2004 the number of Japanese students studying overseas steadily increased, reaching a peak in 2004 with 82,945 students. However, these numbers decreased to 66,833 by 2008 and further decreased in 2009 to 59,923 (Appendix 1).¹ One of the main factors contributing to this decrease was the global economic downturn. However, study abroad programmes continue, despite this to enjoy widespread popularity.

The three main learning objectives of study abroad programmes, which are often mentioned in research papers, are second language acquisition, intercultural competence and personal development. The primary motivation for students is second language acquisition, however intercultural competence, and personal development, although not their main motivation, are naturally acquired through their experiences abroad.

A number of studies have been undertaken of second language acquisition in relation to study abroad. Most researchers have focussed their research on

¹ These figures were reported by the Ministry of Education, Culture, Sports, Science and Technology Japan (MEXT) in December 2011.

http://www.mext.go.jp/b_menu/houdou/22/12/___icsFiles/afiedfile/2010/12/22/1300642_1.pdf (Accessed on 13 March, 2013).

assessing the improvement of foreign language skills by students who have studied overseas; for example, comparing the listening comprehension skills (Cubillos, Chieffo, and Fan 2008) of these students with those who have participated in intensive domestic immersion courses.

These studies have predominantly been based on the assessment of second language acquisition by university students (Cubillos et al., 2008) who study abroad, and only a few attempts have so far been made to analyse the case of junior or high school students' short-term programmes (Yoshida and Kodera, 2009), and few refer specifically to New Zealand (Taura et al., 2009). In addition, very few researchers have targeted their study on the outcomes of short-term overseas study programmes for Japanese students.

The focus of my research is on short-term study abroad programmes for Japanese secondary school students coming to New Zealand. 'Short-term' is defined in my study as less than three months and 'secondary school' refers to students who are enrolled in junior high schools and (senior) high schools aged from 13 to 18 in the Japanese education system.

A recent trend in international education has been the development of these shorter term study abroad programmes, in comparison to the longer term overseas study opportunities of several months or longer. In line with this international trend and the growing interest globally in international education, Japan has also taken on board the value of short-term study abroad programmes. In response to Japanese government initiatives, Japanese secondary schools have increasingly initiated short-term study abroad programmes in order to increase students' international

awareness. One of the countries Japanese schools send their students to is New Zealand. One of the main reasons Japanese schools are keen to participate in such short-term programmes in New Zealand specifically, is because the students are able to stay in New Zealand on a visitor's visa and are not required to apply for a study visa.² Also, a programme with a short time frame can fit easily into the students' and schools' other commitments. Moreover, Japanese schools can organise such trips without having to apply for additional visas for each participating student.

My main focus in this thesis is to establish and quantify the aims and expectations of Japanese secondary school students participating in a short-term overseas study programme in New Zealand; secondly, to see how much those aims and expectations have been fulfilled; and thirdly to see what other unexpected benefits have occurred from their overseas experiences. A smaller focus will be to compare the outcomes of Japanese secondary school students participating in short-term programmes with the outcomes of university students on similar programmes in New Zealand, as studied by Taura et al (2009). My intention to offer suggestions to enable maximise the short term study abroad programme for participants, organisers study abroad programmes such as Japanese schools and host schools.

Currently, I am a full-time teacher of Japanese at Darfield High School (hereafter DHS) in the Canterbury region of New Zealand. The school has a particularly strong international education programme and regularly hosts groups of students from various countries, particularly from Japan. Over the past 15 years I have been

² <http://www.immigration.govt.nz/migrant/stream/study/canistudyinnewzealand>. For short courses which are approved or exempt by the New Zealand Qualifications Authority, for no more than three calendar months duration in total, students will not require a student visa.

involved with this international programme, liaising with the Japanese coordinators and working closely with the schools' teachers and the Japanese students in the programmes. From my general observations, even in a short period of time the Japanese students seem to gain a variety of positive outcomes from their experience. In addition, a significant investment is also made by parents and schools of Japanese students who participate in these programmes.

My intention is to investigate the benefits for Japanese secondary school students' resulting from their short term programmes in New Zealand, including learning intercultural competence and personal development, as well as, of course, increased linguistic competence. How can we measure actual learning outcomes in these cases? Paige, Cohen, Kappler, Chi & Lassegard (2002) indicated several methods to assess and boost the benefits of study abroad. Their major work, *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use*, is a guide to strategies for language and culture learning. Here they present many types of activities and surveys for pre- and post-study abroad. Aspects of these resources and research methods will be utilised in this study.

For my research, I conducted two surveys to obtain my own quantitative and qualitative data. The method of research was to formulate, distribute, collect and analyse written surveys. I surveyed groups of Japanese students from four different schools and areas that visited DHS annually from 2009 to 2012. The reasons I selected these particular four groups were: ease of access for follow up research; they came from a range of both private and public schools; and they also represented a range of educational levels, both junior high school (aged between 13 and 15 years old) and high school (aged 16 to 18 years old), and both co-

educational and single sex schools, from rural areas and urban areas. Further details of the methodology I used are explained in chapter three.

I intend the results of my research and the recommendations that I make to maximise the benefits of short-term study overseas programme and awareness of those benefits to be of use to those who organise study abroad programmes, assist students to maximise their learning, and benefit organisations who host students from overseas.

Background

Japan-New Zealand Relations

For several decades, Japan and New Zealand have been steadily developing their bilateral relationship. In 2012, they marked the 60th anniversary of diplomatic relations. The Ministry of Foreign Affairs of Japan (hereafter MOFA) indicated that, in terms of its economic relations, Japan is New Zealand's fourth largest trading partner after Australia, the United States, and China.³ The services exported between the two countries make a significant contribution to their trade, particularly in the education and tourism sectors.⁴ Japan and New Zealand are also expanding their exchanges in such fields as culture, sports, sister city activities, working holiday schemes⁵ and The Japan Exchange and Teaching Programme, which are all contributing towards New Zealand's 'human exchange and relations' with Japan.⁶ There are 42 sister-city relationships between Japan and New Zealand at present

³<http://www.mofa.go.jp/region/asia-paci/nz/data.html> (Accessed on 2 April 2013)

⁴ <http://www.mfat.govt.nz/Countries/Asia-North/Japan.php> (Accessed on 7 April 2013)

⁵ A working holiday scheme, enabling people up to age 30 to visit, work and study in each country for up to 12 months

⁶ <http://www.mofa.go.jp/region/asia-paci/nz/data.html> (Accessed on 7 April 2013)

(April 2013).⁷ The number of such relationships between Japan and New Zealand has increased since 1973, when the first relationship was formed between Christchurch and Kurashiki in Okayama Prefecture (See Appendix 2). In 1992, Akitakata city in Hiroshima Prefecture and Selwyn District confirmed their sister-city relationship and, in 2000, Selwyn District also signed an agreement with Yubetsu town in Hokkaido, which is the northernmost part of Japan.⁸ I will refer again to Akitakata and Yubetsu later in chapter two. In line with the sister-city relationship agreement, many New Zealand schools have also established sister school relationships with Japanese schools. In 2008, out of the 24 secondary schools in Christchurch, 17 schools (including both public and private schools) had a sister school relationship with a Japanese school.⁹ This equates to 70% of secondary schools in Christchurch. The reason for this high percentage is because Japanese language is taught in New Zealand at the secondary and tertiary levels of education and, according to MOFA, 29,904 people in New Zealand studied Japanese in 2006; MOFA believes that Japanese is now one of the most popular foreign languages learned in New Zealand.¹⁰

MEXT reported that 3,318 Japanese high school students visited New Zealand to participate in a short-term programme¹¹ (less than three months) in 2006¹² and the

⁷ http://www.nz.emb-japan.go.jp/culture_education/sistercities.html (Accessed on 2 April 2013)

⁸ http://www.nz.emb-japan.go.jp/culture_education/sistercities.html (Accessed on 2 April 2013)

⁹ Parkins et al UC Education Plus research 2008

¹⁰ <http://www.mofa.go.jp/region/asia-paci/nz/data.html> (Accessed: 7 April 2013)

¹¹ 'A short-term programme' is translated as *kenshū ryokō* in Japanese

¹² <http://www.koryuren.gr.jp/download/2010.1.28.pdf> (Accessed 13 April 2013)

number of participants in the short-term programme decreased slightly to 2,838 in 2008¹³ with a further drop to 2,059 in 2011.¹⁴

Over 2,700 New Zealanders have participated in the Japan Exchange and Teaching Programme (JET) run by the Japanese Ministry of Foreign Affairs and Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) since 1987, under the rubric of human exchange and education.¹⁵ In 2012, the JET Programme included 4,360 participants from 40 countries, including 248 New Zealanders in locations throughout Japan.¹⁶

International Students¹⁷ Enrolled in New Zealand

Additionally, 10,755 Japanese students enrolled in the New Zealand education sector (i.e. international fee-paying students enrolled in New Zealand educational institutions) in 2008, although the number decreased to 9,561 in 2009. MOFA indicates that Japan provides the fourth largest number of such students to New Zealand, following on from China South Korea and India in 2011.¹⁸ More detailed data will be provided in the next section.

¹³ http://www.mext.go.jp/component/a_menu/education/detail/___icsFiles/afieldfile/2013/10/09/1323948_02_1.pdf (Accessed 23 October 2013)

¹⁴ http://www.mext.go.jp/b_menu/houdou/25/04/___icsFiles/afieldfile/2013/04/03/1332931_01.pdf pg 18(Accessed 23 April 2013)

¹⁵ http://www.nz.emb-japan.go.jp/culture_education/JET.html (Accessed: 7 April 2013)

¹⁶ http://www.nz.emb-japan.go.jp/culture_education/JET.html (Accessed: 7 April 2013)

¹⁷ International Students: An overseas student who has come to New Zealand for the purpose of education, and/or is currently studying on a student permit or domestic passport. This excludes students from overseas with New Zealand citizenship or permanent residence or with Australian citizenship.

<http://www.educationcounts.govt.nz/data-services/glossary/#interForeignFee> (Accessed: 23 April 2013)

¹⁸ http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf pg 4 (Accessed: 13 April 2013)

The International Division of the New Zealand Ministry of Education reported in 2004¹⁹ that the value of international education as a service export was \$2.21 billion in foreign exchange. The overall economic benefits include tuition fees and living expenses paid by students who are foreign fee-paying students²⁰ enrolled in New Zealand educational institutions such as schools, public tertiary education institutions, private training establishments and English language providers.²¹ The report showed that the international education sector has consistently produced an annual economic benefit to New Zealand of over \$2 billion (\$2.21 billion in 2004, \$2.07 billion in 2007/08,²² and \$2.23 billion in 2011).²³ It is clear that international education has a significant impact on the New Zealand economy. It is therefore in New Zealand interest to strive to improve its study abroad programmes to make them as successful as possible and make participants, parents, and participating schools aware of the wide range of benefits gained from such opportunities.

As can be seen in Table 1 below, following a drop in 2007 and 2008, foreign fee-paying students have been slowly increasing and in 2010/2011 surpassed the 2006 high of 96, 383; however, a slight decrease in students in 2011. The Ministry of

¹⁹ http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf (Accessed: 13 April 2013)

²⁰ Fee-paying student : 'An international student who meets the full tuition costs on their own or from funds provided to them by sponsors other than the New Zealand Ministry of Foreign Affairs and Trade. Students can be studying at a secondary or tertiary level' <http://www.educationcounts.govt.nz/data-services/glossary#interForeignFee> (Accessed: 23 April 2013)

²¹ http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf (Accessed: 13 April 2013)

²² The study was undertaken for the 2007/08 period.

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf pg 17 (Accessed 13 April 2013)

²³ http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf pg 17 (Accessed: 13 April 2013)

Education explained that this reduction was likely to have been an effect of the Christchurch earthquake of 22 February 2011.²⁴

Table 1: International Students' Enrolment in New Zealand, by Origin

International students by origin	2006	2007	2008	2009	2010	2011
China	33,649	25,216	21,080	21,327	21,256	23,071
South Korea	15,930	17,500	17,331	16,070	15,283	12,407
India	2,599	3,855	6,348	9,252	11,616	12,358
Japan	14,299	12,325	10,755	9,561	9,745	9,322
Europe	7,139	8,536	8,832	9,857	9,747	9,490
Latin America	2,968	3,226	3,514	4,222	4,404	4,497
North America	2,746	2,751	2,704	2,737	2,742	2,544
All other	17,053	19,093	19,514	22,412	23,245	23,605
Total	96,383	92,502	90,078	95,438	98,038	97,294

Source:

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf p. 4. (Accessed: 13 April 2013).

In 2006, the region of origin of the majority of foreign students was Asia (66 %), the top three countries being China, South Korea and Japan; conversely, in 2011, the ranking changed to China, South Korea and India (instead of Japan). Japan still ranks among the top four however, and, though down on earlier years, there are still large numbers of Japanese full-fee paying students coming to New Zealand. Along with students from China, South Korea and India, they make a significant contribution to the New Zealand economy in the area of export education.

²⁴ http://www.educationcounts.govt.nz/_data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf pg 3 (Accessed: 13 April 2013)

The Education System in New Zealand

The New Zealand education system is different from the Japanese education system. A general understanding of these differences is useful for this study.

According to '*The New Zealand Education System: An Overview*' published in 2004 by the New Zealand Ministry of Education, the 'New Zealand education system is based on several guiding principles, including culturally appropriate early childhood services; primary and secondary education that is free for New Zealand citizens and permanent residents; equitable and affordable access to tertiary education; and quality assured and portable education qualifications.'²⁵ New Zealand's education has moved from a centralised structure to one where the individual schools and tertiary institutions have responsibility for their own governance and management, working within the framework of guidelines, requirements and funding arrangements set by central government and administered through its agencies.²⁶

Children can start school from age five and it is compulsory from ages six to 16. Primary school education starts at Year one and continues until Year eight with Year seven and Year eight offered at either a primary school or an intermediate school. Secondary education is from Year nine to Year 13 and, in general, students' ages range from 13 years old in Year nine to 17 years old in Year 13. Most secondary school students in New Zealand attend government-funded schools which are known as 'secondary schools' 'high schools' 'colleges' or 'area schools'.²⁷ Students can chose either publicly funded co-education schools (primary school, secondary school,

²⁵ Ministry of Education 2004, 3.

²⁶ Ministry of Education 2004, 3.

²⁷ Ministry of Education 2004, 5.

and university) or private schools which are fee paying schools (primary school, secondary school) and comprise both single sex school and co-education schools.

The International Education Strategy of the New Zealand Ministry of Education

In August 2007 the New Zealand Government set *The International Education Agenda: A Strategy for 2007-2012*²⁸ (hereafter called “the Agenda”). The Agenda was created in order to support the continued development of sustainable, high quality, innovative international education in New Zealand. In this document, the Government expressed the view that international education helps connect New Zealand with the world, contributes to the New Zealand economy,²⁹ and sustains New Zealand’s identity in a world of globalised business, media, and culture. It noted that international education has multiple dimensions, including social and cultural, academic, economic, and political aspects. This not only concerns hosting international students but also taking New Zealand education into the global marketplace.³⁰ The Agenda states that New Zealand students need to learn to operate comfortably in different countries and cultures in order to be conscious of the opportunities available in the world. International education gives New Zealand students a global context in which to develop their global citizenship skills and understanding of other cultures.³¹ The New Zealand Government sets four international education goals in the Agenda:

- that New Zealand students be equipped to thrive in an inter-connected world

²⁸ Ministry of Education 2007

²⁹ http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/115050/International-Student-Enrolments-in-NZ-2005-2011.pdf pg 17 (Accessed 13 April 2013)

³⁰ Ministry of Education 2007.6.

³¹ Ministry of Education 2007.4.

- that international students be enriched by their education and living experiences in New Zealand
- that domestic education providers be strengthened, academically and financially, through international linkages
- that New Zealand receive wider economic and social benefits³²

The aims of the Agenda apply to curriculum materials, assessing of students' international knowledge and awareness, and improving collaboration in marketing and recruitment of international students for universities, schools, institutes of technology, polytechnics and English language schools. It also expects that these goals will contribute to the establishment of stronger and deeper international linkages and skills for New Zealanders through opportunities for international education.³³ DHS is conforming to the ideals of this Agenda by hosting regular short-term study abroad programmes for a number of overseas schools.

The Education System in Japan

The Japanese education system was reformed after the Second World War by the American Occupation Forces. Two pieces of legislation were introduced in 1947: The Fundamental Law of Education (*kyōiku kihon hō*) and the School Education Law (*gakkō kyōiku hō*). The latter defines the current education system, which consists of six years of primary school, three years of junior high school three years of high school, and four years of university - modelled on the American education system. The aim of the six-three-three-four system of school education was to realise the principle of equal opportunity in education. Schooling starts from primary school from

³² Ministry of Education 2007. 6.

³³ <http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/PolicyAndStrategy/EducationBIM2011.pdf>.
(Accessed: 23 April 2013)

age six to 12 (Grade one to Grade six), and junior high school from age 13 to 15 (Grade one to Grade three) and high school from age 16 to 18 (Grade one to Grade three). Students can choose either publicly funded co-education schools (primary school, junior high school, and high school) or private schools which are fee paying schools (primary school, junior high school, and high school) and comprise both single sex school and co-education schools.

Education is compulsory from ages six to 15 in Japan. At the age of 15, students wishing to continue their studies at high school are required to pass an examination. Although education after junior high school is not compulsory in Japan, MEXT survey statistics show that the majority of junior high school students go on to attend high school (98.1 % in 2010)³⁴ and 54.3 % (2010) of high school students go on to junior college or university.³⁵ Therefore, there is generally a high expectation that junior high school students will continue their education until at least age 18.

After high school, similar to New Zealand, students may choose higher education, such as specialised training schools, college (two years), university (four years), and then on to graduate school (such as master's courses and doctoral study).

English Education in Japan

The curriculum taught in schools is set by MEXT and is followed by all publicly funded schools and private schools in Japan. Originally, (i.e., after 1947) English

³⁴ http://www.mext.go.jp/component/a_menu/education/detail/___icsFiles/afieldfile/2011/09/27/1299178_01.pdf p3. (Accessed 24 April 2013)

³⁵ http://www.mext.go.jp/component/a_menu/education/detail/___icsFiles/afieldfile/2011/09/27/1299178_01.pdf p 14. (Accessed 24 April 2013)

was only taught in junior and high schools in Japan, but not in primary schools. Generally, high school students did not require good oral communication skills because of the focus on reading and writing English grammar and preparation for the university entrance examinations. Unfortunately, such English study did not help students to become global citizens who could communicate well with people overseas. So in 2011, MEXT changed the curriculum to include the teaching of English to all Grade five (age 11) and Grade six (age 12) students in primary schools.³⁶ As well as this change, in 2012 MEXT also increased English lessons from three hours to four hours per week for junior high school students.³⁷ Moreover, in Japanese high schools in the past, “Communication English” was an optional class, but since 2013, this became compulsory for all high school students. Teachers are also required to teach English in English so that students have more opportunity to listen to English in class.

The idea behind the new 2011 to 2013 MEXT curriculum changes was to develop students’ communication skills, deepen their level of understanding of other cultures and languages, encourage them to have a positive attitude towards communication with people from other countries, and educate them in four English skills (reading, writing, listening and speaking), with equal weight given to each skill, from primary school to high school.

Prior to 2006, in order to ensure students were prepared for the university entrance examinations, high school students had been given more training in reading and writing skills, and less in oral or listening skills. This was because university entrance

³⁶ <http://www.kantei.go.jp/jp/singi/global/dai2/siryou4.pdf> p. 18 (Accessed 23 April 2013)

³⁷ <http://www.kantei.go.jp/jp/singi/global/dai2/siryou4.pdf> p.18 (Accessed 23 April 2013)

examinations tended to focus on testing students' English reading skills, writing skills and grammar knowledge. However, since 2006, the University Entrance Centre Examination, which is used for all public and some private university entrance examinations,³⁸ has also included a listening comprehension examination. The reason for this was because MEXT announced a plan³⁹ to introduce listening examinations in order to better assess their English listening skills. After this action, English listening skills were regarded as just as important as English reading and writing skills.

As well as introducing English education to pupils, MEXT also seeks to enhance the development of students' awareness of the world by encouraging high school students to study abroad. MEXT believes that it is important for Japanese high school students to study overseas so they can learn more about other cultures and languages. MEXT now offers scholarships for students who are academically gifted but would find it financially difficult to study overseas. Their aim to send 10,000 high school students each year to study overseas from 2002 to 2007⁴⁰ was easily achieved. In fact 3954 high school students had been overseas on longer term study abroad programmes and 30,756 students were on short-term study abroad programmes for less than three months in 2006 (see Tables 2 and 3).

³⁸ English Listening skill examination was introduced in 2006 for University Entrance Centre Examination in Japan.

³⁹ http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryo/04031601/005.pdf (Accessed on 3 May 2013)

⁴⁰ http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryo/04031601/005.pdf (Accessed on 3 May, 2013)

Table 2: The Number of Japanese High School Students Studying Overseas for More Than Three Months (1992-2011)⁴¹

Country of destination	1992	1994	1996	1998	2000	2002	2004	2006	2008	2011
New Zealand	206	261	424	446	508	544	646	563	582	654
America	2939	2346	2328	2043	2032	1727	1727	1524	1158	1046
Canada	391	346	424	408	519	635	586	619	463	495
Australia	468	529	621	565	598	592	741	600	438	386
England	213	220	247	248	257	211	243	187	147	144
Other	270	296	437	476	444	451	498	461	420	532
Total number of students	4487	3998	4481	4186	4358	4160	4441	3954	3208	3257

Source:

http://www.mext.go.jp/b_menu/houdou/25/04/_icsFiles/afieldfile/2013/04/03/1332931_01.pdf.p.36

(Accessed on 25 April 2013)

Table 3: The Number of Japanese High School Students on Short-term Study Abroad Programmes of Less Than Three Months (1992-2011)⁴²

Country of destination	1992	1994	1996	1998	2000	2002	2004	2006	2008	2011
New Zealand	2352	3898	3918	3535	3095	4112	3797	3318	2838	2059
America	14428	11842	11261	10103	10461	7078	6575	5648	5400	6111
Canada	3154	3142	3415	3660	4355	3464	3874	3572	2896	3157
Australia	4624	6767	8290	10164	11188	10319	11220	10261	8887	8380
England	2144	3129	3443	4254	5149	3293	4220	3388	2809	3277
Other	4986	3687	3783	5710	5062	4974	5199	4569	4304	6969
Total number of students	31688	32465	34110	37426	39310	33240	34885	30756	27134	29953

Source:

http://www.mext.go.jp/b_menu/houdou/25/04/_icsFiles/afieldfile/2013/04/03/1332931_01.pdf. p.38 (Accessed : 25 April 2013)

⁴¹Figures extracted from MEXT 2013,p.36.

⁴²Figures extracted from MEXT 2013,p.38.

Japanese Schools with Sister Schools Overseas

According to MEXT statistics⁴³ on the state of international interaction in high schools in Japan in 2012,⁴⁴ the number of high schools both private and public in Japan with a sister school relationship overseas was 1909 out of a total number of 5022 in 2012. Therefore approximately, 19% of Japanese high schools had a sister school relationship overseas. Concerning the most popular countries for the location of these sister schools have been some change in the ranking, mostly in relation to New Zealand's place vis à vis China and Korea, but also in relation to America, which slipped to the second spot in 2003, then third in 2012. The most popular four countries in 2012 were Australia (431 schools), China (360 schools), America (317 schools) and South Korea (263 schools).⁴⁵ New Zealand was the fifth most popular country from 2005 to 2012 (191 schools) (See Table 4). 191 sister schools is a substantial numbers in relation to the population of New Zealand and the total number of secondary schools in New Zealand (342 in 2011)⁴⁶ – this equates to about 55 % of secondary schools in New Zealand having a sister school relationship with a Japanese high school

Some Japanese schools have more than one sister school however, the total number of overseas sister schools with Japanese high schools has more than doubled since 1993 (See Table 4). As Table 4 indicates, generally speaking, there has been a steady increase in Japanese high schools forming sister school

⁴³ MEXT published statistics biennially however they did not publish it in 2011, because of earthquake in Japan.

⁴⁴ http://www.mext.go.jp/b_menu/houdou/25/04/_icsFiles/afiedfile/2013/04/03/1332931_01.pdf. p.41 (Accessed on 25 April 2013)

⁴⁵ Note that in subsequent tables (3-5) , MEXT does not include statistics for China and Korea

⁴⁶ <http://www.teara.govt.nz/en/primary-and-secondary-education/page-7> (Accessed on 26 April 2013)

relationships in the last 20 years; and sister school relationships with New Zealand have also increased significantly, indeed quadrupling since 1993.

Table 4: The Number of Japanese Sister School Relationships (1993-2012)- Main Five Countries Shown⁴⁷

	1993	1995	1997	1999	2001	2003	2005	2007	2009	2012
Australia	131	219	275	387	355	391	418	414	436	431
China	42	105	134	165	181	188	229	225	252	360
America	258	347	393	441	403	364	345	309	295	317
Korea	97	111	132	156	145	176	200	215	221	263
New Zealand	39	62	151	176	166	215	165	208	162	191
other	145	153	267	348	304	373	410	314	335	347
Total	712	997	1352	1673	1554	1707	1767	1685	1701	1909

Source:

http://www.mext.go.jp/b_menu/houdou/25/04/___icsFiles/afieldfile/2013/04/03/1332931_01.pdf. p.35 (Accessed on 25 April 2013)

Japanese High School Students Overseas

MEXT published statistics in 2012 concerning a) 'The number of Japanese high school students from 1992 to 2011 who study overseas for more than three months' (see Table 2), and b) 'The number of Japanese high school students from 1992 to 2011 on short-term study abroad programmes for fewer than three months' (see Table 3).⁴⁸ From these statistics in Table 2 it is clear that there was a decrease in the number of high school students who studied overseas for more than three months (from 4,487 in 1992 to 3,257 in 2011). At the same time, MEXT also published the statistics of students who chose to arrange their study abroad programmes (See Table 5).

⁴⁷ Figures extracted from MEXT 2013,p.35.

⁴⁸ http://www.mext.go.jp/b_menu/houdou/25/04/___icsFiles/afieldfile/2013/04/03/1332931_01.pdf. p.36 (Accessed on 25 April 2013)

It is interesting to note that out of the Japanese high school student visits (654 students) to New Zealand in 2011, 473 students (72%) used their school as the main organiser, and only four students (0.6%) were organised by prefectures and district councils in Japan, and 135 student (20%) participated in programmes organised by private companies and 42 students (6%) organised their own programmes. It is quite clear that a majority of longer term Japanese students visits to New Zealand was arranged by schools. New Zealand has a higher percentage (72%) of school arranged visits in comparison to America (9%), Canada (30%), Australia (38%) and England (67%), (See Table 5).

Table 5: The Number of Japanese High School Students Studying Overseas for More Than Three Months in 2011, Showing Organising Institutions⁴⁹

Country of destination	Total number of students	Number of students by organising institutions			
		School	District or Prefecture	Private Company	Personal Arrangement
New Zealand	654	473	4	135	42
America	1064	97	56	707	186
Canada	495	153	2	272	68
Australia	386	147	7	191	41
England	144	97	2	25	20
Other	514	29	24	374	105
Total	3257	996	95	1704	462

Source:
http://www.mext.go.jp/b_menu/houdou/25/04/___icsFiles/afieldfile/2013/04/03/1332931_01.pdf. p.14(Accessed : 25 April 2013)

⁴⁹ Figures extracted from MEXT 2013,p.14.

In contrast, the number of Japanese high school students who went overseas on a short-term programme in 2011 was almost 10 times larger than the number of students studying longer than three months overseas; students who participated in a short-term programme (less than three months) totalled 29,953 in 2011, which is a slight increase from 27,134 in 2008 (See Table 3). The number of Japanese students who participated in short-term programmes in New Zealand peaked in 2002 (4,112), but it is still the fifth most popular destination, and a steady number of students participate in short-term programmes in New Zealand.

As you can see from Table 6, the majority of Japanese students who participated in short-term programmes in 2011 went on programmes organised by Japanese high schools for the following countries: America 5021 students (82%), Canada 2626 students (83%), Australia 7594 students (90%), and England 2845 students (86%).

A high population of those students visiting New Zealand (1754 out of 2059, 85%) participated in short-term programmes organised by their schools. This is a similar pattern to the statistics for longer term programmes (See Table 5). Overall, these figures indicate that Japanese high schools have a significant role in assisting these students who wish to participate in short-term study abroad programmes.

Table 6: The Number of Japanese High School Students Studying Overseas for Less Than Three Months in 2011, Showing Organising Institutions⁵⁰

Country of destination	Total number of students	Number of students by organising institutions			
		School	District or Prefecture	Private Company	Personal Arrangement
New Zealand	2059	1754	66	218	21
America	6111	5021	402	570	118
Canada	3157	2626	29	377	28
Australia	8380	7594	147	591	48
England	3277	2845	29	361	42
Other	6969	5625	737	601	103
Total	29953	25465	1410	2718	360

Source:

http://www.mext.go.jp/b_menu/houdou/25/04/___icsFiles/afiedfile/2013/04/03/1332931_01.pdf. p.18(Accessed on 25 April 2013)

From the statistics in Table 4, it is clear that Japanese high schools have established strong links with New Zealand secondary schools over the past 20 years. Although the number of Japanese students who participated in a short-term programme in New Zealand was less than the other four popular countries (America, Canada, Australia and England), the number is relatively stable. This highlights the fact that New Zealand secondary schools and Japanese high schools have long- established and strong relationships.

⁵⁰ Figures extracted from MEXT 2013,p.18.

Summary: Japan's and New Zealand's International Education

As indicated earlier, international education has become increasingly popular since the 1980s throughout the world. To ensure that Japanese students will be able to function as global citizens, MEXT intends⁵¹ to enable Japanese students to gain a good command of English, not only in reading and writing but also listening and conversational skills; it has also encouraged high school students to travel overseas in order to participate in both short- and long- term study. Although the number of Japanese high school students travelling overseas has decreased since 2004, MEXT's aim of sending 10,000 high school students every year overseas was successful (See Table 2 and 3). The New Zealand Ministry of Education has also embraced international education outlining a strategy enabling New Zealand students to develop their global citizenship skills and understanding of other cultures in its Agenda (2007).⁵² Both Japan and New Zealand have established a sound international relationship based on their shared educational vision. Japan and New Zealand have established a good number of sister school relationships. Supporting international study in New Zealand significantly benefits both its economy and its citizens.

⁵¹ http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/004/siryo/04031601/005.pdf(Accessed on 3 May, 2013)

⁵² Ministry of Education 2007, p 6.

Chapter 2: Literature Review

The Benefits of Short-term Study Abroad Programmes

A number of studies have been conducted on short-term study abroad programmes and many scholars have pointed out the benefits of these programmes. Their findings were primarily based on their examination of the students' second language acquisition, conducted through a survey or interviews with participants. There are three key categories of benefits of short-term programmes which are often referred to: second language acquisition, intercultural competence, and personal development.

Second Language Acquisition

A large number of studies have been conducted into the effectiveness of second language acquisition in relation to study abroad experiences. Cubillos et al (2008), Kimura (2011), Yoshida and Koderia (2009), and Taura et al (2009) have researched this field in a number of ways, for example by comparing the listening comprehension skills of students who have studied abroad with those of students who have participated in intensive domestic immersion courses.

Cubillos et al (2008) researched the impact of a 5-week intermediate Spanish course for American university students who were enrolled in a short-term study abroad programme, and compared it to those who were enrolled in a similar course but on the home campus, in order to compare their Spanish listening comprehension skills.

One of their hypotheses was ‘students in short-term⁵³ study abroad programmes achieve a higher gain in listening comprehension than on-campus students enrolled in the same language courses.’ They found that, in contrast to their expectations, generally there was no significant difference in the degree of listening skill improvement between the two groups. During the study period, the two groups of students showed equal progress in the development of their listening comprehension skills, regardless of whether they studied abroad or on their domestic campus. On the other hand, it is interesting to note that, from the students’ self-assessment of their language skills, those higher-proficiency students who had studied abroad demonstrated more confidence in interacting in Spanish than did the group on campus. The data also suggests that the study abroad group demonstrated more self-perceived ability which enhanced their confidence and may have had an effect on their motivation and attitude towards learning Spanish (Cubillos et al., 2008).

Although a considerable number of studies have been made into second language acquisition of university students who study abroad, only a few attempts have so far been made to analyse the case of Japanese high school and junior high school students’ short-term programmes, and few refer specifically to New Zealand.

Kimura (2011) is one of the few researchers to have studied Japanese students’ overseas study experiences in New Zealand; however it was at university level. She researched the progress of 19 Japanese university students who participated in a three-week English study programme in New Zealand. Students took English tests before their departure and after they returned to Japan. The results revealed that students’ English proficiency, particularly listening skills, had improved. However, the

⁵³ Cubillos et al. 2008.p177. ‘Short term’ is defined here as a programme lasting less than 8 weeks.

results did not show significant improvement in other skills, such as grammar, writing, and reading. Kimura's analysis of those results have shown, similarly to Cubillos' et al findings, that staying in a country where English is spoken, even for a short period of time (only three weeks), can contribute to progress in English proficiency, in particular listening.

Yoshida and Kodera (2009) are two of the few scholars to have researched the outcomes for Japanese high school students who participated in a short-term study abroad programme, but their participants travelled to Australia, not New Zealand. They researched how the English skills of the Japanese high school students improved after two weeks in Australia. The 15 students were examined on their vocabulary level pre- and post-study abroad. The result shows no significant improvement in their vocabulary level. However, the research showed that students became better at their English listening skills and they were better at grasping the general idea of what was being said in English.

Second Language Acquisition and Other Benefits of the Short-term Programme Based on Surveys

The Japanese scholar Taura et al (2009) researched the efficacy of short-term study abroad and investigated the English language learning for Japanese university students in New Zealand. 20 students from Osaka Prefecture University participated in a short-term study abroad programme at the Massey University campus in Wellington for three weeks in 2008. While the students were in New Zealand, they attended English classes and visited Japanese classes at primary, intermediate, and high schools to introduce Japanese culture. Taura et al's study focused on the following areas:

- 1) English language acquisition
- 2) Students' self-perceived increase in cultural awareness, personal development and English skills
- 3) Evaluation of the short-term study programme from the students' point of view

1) English language acquisition

This study indicated an improvement in students' English listening skills based on the participants TOEFL (Test of English as a Foreign Language) scores pre- and post-study abroad. The average score of the pre-departure listening test was 21.5 out of 50 and, after their study abroad, the average mark improved to 24.3 out of 50, so their listening skills improved after their participation in the short-term programme. The researchers also investigated students' English speaking skills. Their finding was that, while students were talking in English, the pauses between their sentences were shorter than before their departure; therefore, it is possible to conclude that their fluency level had improved after 3 weeks' participation in the programme.

2) Students' self perceived increase in cultural awareness, personal development and English skills

Taura et al (2009) also conducted a pre- and post-study questionnaire which consisted of 29 questions related to personal development through the participants' experience of New Zealand life: 20 questions were about cultural awareness and five questions focused on English language acquisition.

The researchers concluded that three weeks was not enough time for students to learn much about another culture. Additionally, although the participants' English test results for listening improved, according to their post-survey, students did not feel that their English skills had actually improved in three weeks.

3) Evaluation of the short-term study programme from the students' point of view

Taura et al (2009) also analysed students' written comments about the short-term programme. Students expressed the opinion that, through this programme, they gained more confidence in their ability to live in a different (i.e., non-Japanese) society, for example learning how to use the public transport alone with confidence, but students mentioned that three weeks was not long enough to improve all of their language skills.

This study has significance for my own research because the survey was designed to elicit the students' point of view twice (pre- and post-departure), which is the main structure of my own questionnaire survey. Moreover, like the Japanese groups that visit DHS, (the subject of this thesis) these Japanese university students in Taura's research also had the experience of visiting Japanese classes and introducing Japanese culture to New Zealanders during their stay. One of the aims of my own research is to see how activities like this may bring benefits to the participants in the form of increased awareness of their own culture and understanding of cultural differences.

Paige, Cohen and Shively (2004) in the United States conducted paper surveys followed by interviews of 86 university students from Minnesota College and University who participated in a study abroad programme in Spanish or French speaking countries for a minimum of three semesters in 2002 and 2003. The survey was administered twice, pre- and post- study abroad. The initial survey contained questions on aspects such as age, gender and prior intercultural experiences. The second survey contained questions about their language learning experiences, for

example amount and frequency of exposure to the target languages, their living arrangements, and types of classes attended. After the surveys, students were interviewed with a focus on investigating their learning outcomes, such as intercultural sensitivity and language gain. This research concluded that study abroad has a large impact on personal growth and a 'positive impact on intercultural development'.⁵⁴

Sindt and Pachmayer (2007) also designed a survey in order to understand the outcomes of study abroad programmes. They focused on short-term Arizona State University-sponsored study abroad programmes⁵⁵ in the summer of 2005. Their survey was designed to discover the following:

- 1) Are short-term study abroad programmes fulfilling the mission and goals of the university by providing engaging educational and cultural learning experiences?
- 2) What are students' expectations of the study abroad experience prior to participation?
- 3) What are the actual experiences and individual learning outcomes of student participants in short-term study programmes abroad?

The survey explored four main themes which they categorised as Global Competence, Academic Development, Attitudes, and Personal Development. Here again, each student participated in the survey twice, once prior to participation in the

⁵⁴ Paige, Cohen and Shively 2004,p.272.

⁵⁵ The destinations of the study abroad programmes were not mentioned.

study abroad experience and once after their study abroad experience. Sindt and Pachmayer received 167 responses from the 745 surveys sent out (about 22 %).

In the pre-departure survey, respondents were asked to indicate their reasons for their participation in the short-term study abroad programme and their expectations in such area as academic, personal and career development. The post-departure survey replicated the pre-departure survey to allow for a comparison between expectations and actual experiences.

In their analysis of the surveys, Sindt and Pachmayer pointed out that students reported their hopes to use the experience to broaden their own global awareness and world views in order to learn to be open to other cultures. Participants indicated that they recognised short-term study abroad programmes as an opportunity not only to learn more about their field of study, but also to acquire foreign language skills. Students felt that they were having an experience that few of their peers would have, as well as a chance to better appreciate foreign countries. Furthermore, many participants believed that they had gained a greater sense of self; they gained independence and had had an opportunity to mature.

Ingraham and Peterson (2004) also in the United States were concerned that there was little systematically gathered qualitative and quantitative information that assesses the impact of study abroad programmes. Therefore, they too set out to measure the acquisition of knowledge, skills, and attitude changes through overseas studies. Their study also researched intellectual growth, personal growth, intercultural awareness and professional development. Over four years, from 1999 to 2002, paper surveys, one pre- and one post- study abroad, were completed by

students who undertook a summer term overseas programme of about six to seven weeks in length. This research found that ‘there is a strong perception of significant gain from participation in study abroad and it is evident that short-term programmes provide notable value.’⁵⁶ The results of the study has suggested that programmes of six weeks’ duration can be successful in achieving important academic, personal, career, and intercultural development outcomes. Examples of some of the students’ comments include: ‘My study abroad experience has increased my understanding of my own culture’; ‘My study abroad experience has increased my curiosity about other cultures’; ‘Study abroad has contributed to my understanding of other cultures’ as ‘intercultural competence.’⁵⁷ Ingraham and Paterson (2004) recognised these types of comments as demonstrating intercultural competence.

Asaoka and Yano (2009), from the International Student Centre at Saga University, Japan, conducted an online survey of 60 Japanese university students who had studied abroad for between two weeks and one year. As part of this study, the students were asked to indicate their expectations of their study abroad. Many participants (49 students) had expected that their language skills would improve, and the second highest expectation (43 students) was an increase in intercultural experiences (See Table 7).

This research also made a comparison between students’ expectations and outcomes of their study abroad experience through comparing their pre-and post-study questionnaires. It is noteworthy that, while students expected that their language ability would improve, many indicated that their language ability did not improve as much as they had expected. However, many students thought that they

⁵⁶ Ingraham and Peterson, 2004.p 90.

⁵⁷ Ingraham and Peterson, 2004.p88.

deepened their understanding of different cultures and that they had matured (see Table 8).

It is also interesting to see that, whereas many students did not expect to make friends through study abroad, in reality many friendships were formed. Moreover, the participants believed that they matured through the problems and difficulties they had encountered overseas, and this was also a benefit they gained from studying abroad.

Table 7: Japanese University Students' Expectations of Their Study Abroad Experience- According to The Survey by Asaoka and Yano (2009)

<i>Expectations*</i>	<i>Number of Students</i>	<i>Percentage</i>
Language improvement	49	24.4%
Intercultural experience	43	21.4 %
Self-discovery	24	11.9%
Wanted a change (<i>sic</i>)	22	10.9%
Sightseeing, pleasure	18	8.9%
Further study	13	6.5%
Escape from Japan	8	4%
Research	8	4%
Obtaining qualification/degree (<i>sic</i>)	6	3%
Planning to obtain a permanent residency in the country (<i>sic</i>)	3	1.5%
Studying subject not available in Japan (<i>sic</i>)	0	0%
Other	7	3.5%
<i>Total</i>	<i>201</i>	<i>100%</i>

Source:

Journal of Studies in International Education (*sic*), 2009. p181.

*Multiple responses were permitted

Table 8: Japanese University Students' Outcome of Their Study Abroad- According to The Survey by Asaoka and Yano (2009)

<i>Outcomes*</i>	<i>Number of Students</i>	<i>Percentage</i>
Deepened intercultural understanding	52	15.7%
Matured	49	14.8%
Made non-Japanese friend (<i>sic</i>)	49	14.8%
Language skill has improved	46	13.9%
Understood the importance of family and friends	35	10.5%
Gained self-esteem	34	10.2%
Nurtured problem-solving and decision-making abilities	23	6.9%
Other	7	2.1%
<i>Total</i>	<i>332</i>	<i>100%</i>

Source:

Journal of Studies in International Education, (*sic*) 2009. p 182.

*Multiple responses were permitted

As seen from Tables 7 and 8 above the Japanese university students indicated that their expectations of improving their language skills through their study abroad experience did not match their actual outcomes. On the other hand, students showed that they deepened their intercultural understanding, and also recognised the development of self-growth and maturity as outcomes. Asaoka and Yano's study has importance for my own study because their research showed that, while 24.4% of students expected to improve their language, only some students (13.9%) felt they had indeed improved their target language through the study abroad. On the other hand, 15.7% of students thought that they had deepened their intercultural understanding, and 14.8 % thought that they had matured. They also made non-Japanese friends, which they had not indicated as major expected outcome before their study abroad. It will be useful for my research to compare these figures with my own results.

Second Language and Second Culture Learning in the New Zealand Curriculum

When students learn a second language, do they also learn the culture? It is interesting to note that *The New Zealand Curriculum* expects language teachers to guide students in finding their own cultural values through learning languages, and that teaching a second language involves teaching the culture at the same time. It states that 'Learning a new language provides a means of communication with people from another culture and exploring one's own personal world.'⁵⁸ *The New Zealand Curriculum* further explains that 'learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers'. 'Languages are inseparably linked to the social and cultural contexts in which they are used'⁵⁹ and play a key role in developing students' personal identities; and introduce students to new ways of thinking about the world and their place in it.

The New Zealand Curriculum also states that in the cultural knowledge strand of language learning 'students learn about culture and the inter-relationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief system of speakers of the target language.'⁶⁰ 'As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.'⁶¹ The publication entitled *Japanese in the New Zealand Curriculum* defines

58 Ministry of Education, *The New Zealand Curriculum*, Wellington, 2007 p. 24

59 Ministry of Education, *The New Zealand Curriculum*, Wellington, 2007 p. 24.

60 Ministry of Education, *The New Zealand Curriculum*, Wellington, 2007 p. 24.

61 Ministry of Education, *The New Zealand Curriculum*, Wellington, 2007 p. 24

'culture' as follows: 'Culture embodies the everyday experiences and lifestyles of native speakers as well as the historical background of their language.'⁶²

Effective Language Learning

In 2010 the New Zealand Ministry of Education published a new guide for language teachers.⁶³ It states that when students start learning languages, teachers are encouraged to provide learners with a wide range of authentic texts and sources or opportunities for interaction with speakers of the target language. It explains how to help learners to explore culture in language, and cites the study conducted by Liddicoat in 2002.⁶⁴ According to Liddicoat⁶⁵ this developmental of language and cultural learning stage is called the 'Input' stage. In the next stage, language teachers need to support learners to notice features about the communication that are unfamiliar. Liddicoat named this the 'Noticing' stage. Teachers then encourage learners to make comparisons with, and think about their own language and learning culture; this is the 'Reflection' stage. Learners should then be encouraged by teachers to express the target language in different ways to communicate with others. Liddicoat referred to this stage as the 'Output' stage of developing intercultural competence. This sense of accomplishment, when learners have experienced success in communicating in another language; encourages the learner to continue developing their language skills.

⁶² Ministry of Education, *Japanese in the New Zealand Curriculum*, Wellington, 1998, p.19.

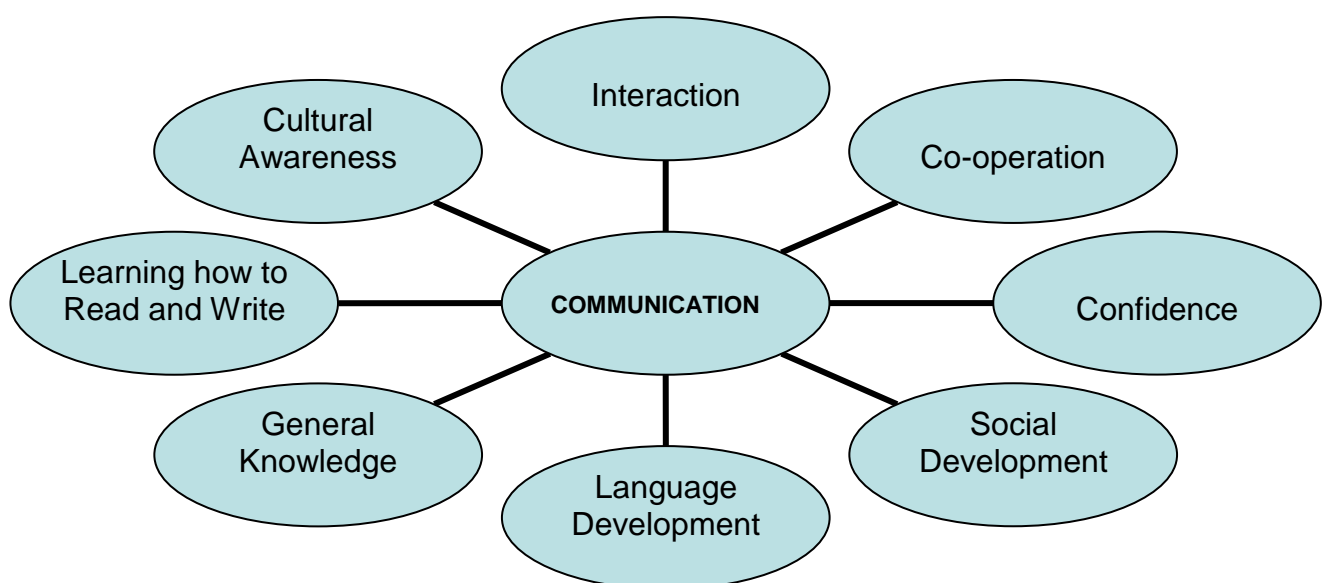
⁶³ Ministry of Education New Zealand 'An Introduction to the concept of intercultural communicative language teaching and learning: A summary for teachers' 2010.

⁶⁴ Ministry of Education New Zealand, .2010. p.8. quoting Liddicoat, 2002.

⁶⁵ Liddicoat, 2002, p. 210.

*Japanese in the New Zealand curriculum*⁶⁶ states that 'Communication' is the pivotal point of language learning and, when students experience various communicative activities, they will be confident in other areas, such as, language development, cultural awareness, confidence, and socially (See Figure 1).

The figure below has shown that the action of 'communication' in language learning requires learners to have, for example, the confidence to speak in the target languages, willingness to co-operate and interact using the target language, as well as familiarity with the target culture and general knowledge of the target countries. All these attributes and skills will enable them to communicate in appropriate manner.



Source : *Japanese in the New Zealand curriculum*. (1998)

Figure 1: Effective Language Learning - Adapted from Ministry of Education (1998). Page 8

⁶⁶ Ministry of Education. 1998.

Acquisition of Intercultural Competence in Learning Languages

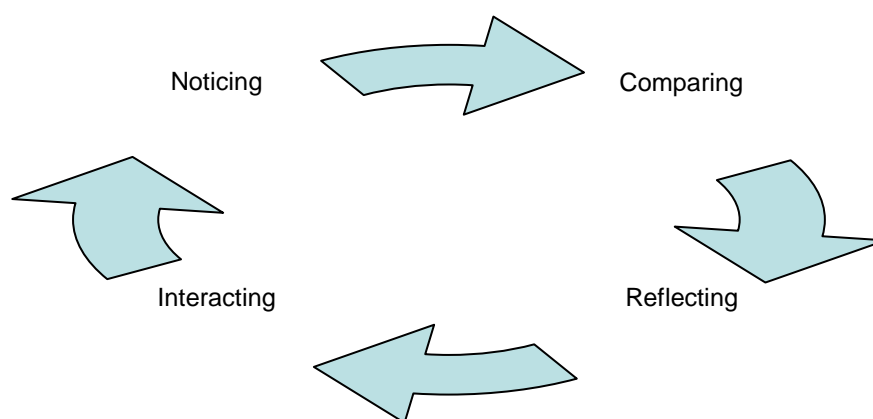
After Liddicoat's (2008) exploration of the idea of intercultural pedagogy in language education, he found that language and culture are fundamentally integrated; therefore, when people learn a second language, they need to develop intercultural abilities. Liddicoat also found that when students start to learn the target language, teachers encourage them to notice, compare, reflect on and then interact with the language and culture; thus, the learners develop their understanding of their own culture as well as the culture of others and the target language. The process of developing intercultural competence is cyclical, as shown below (see Figure 2).⁶⁷

Liddicoat (2008) defines in his study the various stages of the cycle as follows:

- Noticing: the students notice cultural similarities and differences through learning languages. 'This is a central element in intercultural learning beyond the class room'.
- Comparing: the students identify similarities with and differences between their own background culture and the target culture. It is not about drawing the right conclusion, but rather that students make personal sense of experiences.
- Reflecting: this involves the students reflecting on what their experience of language and cultural diversity means for themselves, how they react when they see the diversity of the other culture. It involves students becoming aware of how they think; they learn concepts such as diversity, identity, learning and sharing new experiences and their own intercultural thoughts and feelings.

⁶⁷ Liddicoat 2008 p.284

- Interaction: learning that communication is social and interactive; students continuously developing their own understanding of the relationship between their own language and culture and those of others. Students need to 'engage in interacting on the basis of their learning and experiences of diversity in order to create personal meaning about their experience.'⁶⁸



Source: Liddicoat.2008. p.284

Figure 2: Interacting Processes of Intercultural Pedagogy

According to Liddicoat (2008), when students start to learn the target language, language teachers encourage learners to notice, compare and reflect on language and culture; then learners develop their understanding of their own culture as well as the culture of others and the target language.

Hosokawa (2002)⁶⁹ argued that the most important aim of intercultural learning is for students not just to know the second language, but also demonstrating that knowledge. When students are able to express their own thoughts, this process helps them to develop and clarify their own values and beliefs, and to respect, and be sensitive to, people who may hold values and attitudes that differ from their own. It is at this points that intercultural learning process happens for learners. He

⁶⁸ Liddicoat.2008.pp.282-3

⁶⁹ Hosokawa, 2002, p.172.

explained that there are three steps in developing understanding of a second culture. First, students have their own image of the second culture, then they become aware of the second culture and, lastly, they demonstrate their understanding of the second culture. He emphasised how important it is for learners to describe their own values after the recognition stage of the second culture, as this is the only way teachers will know what students actually understand about culture.

The second cultural learning process in learning another language is when students have their own image of the second culture and they notice and compare this with their own culture; then they demonstrate their understanding of the second culture. As a summary of those studies mentioned above, Table 9 shows the four stages of the process of learning intercultural competence.

Table 9: Summary of The Stage of Learning Intercultural Competence

		Stage 1	Stage 2	Stage 3	Stage 4
Hosokawa (2002)	Image	→	Recognition	→	Demonstration
Liddicoat (2008)		Noticing	→ Compare	→ Reflection	→ Interaction

Many students do know that cultures differ and that they should respect these differences. However, depending on the students' background and experience with other cultures and languages, they may or may not have developed strategies for learning about appreciating these cultural and language differences. To be able to function effectively as global citizens, students need to be able to understand and

adapt to cultures which are different to their own; as well as gain sufficient language skills to be able to communicate. To do this, they need to develop appropriate strategies.

Paige, Cohen, Kappler, Chi & Lassegard (2003a)⁷⁰ from Minnesota University published *Maximizing Study Abroad –Program Professionals’ Guide to strategies for Language and Culture Learning and Use*. Paige et al explained the pedagogy of how learners develop intercultural competence and how teachers assess and facilitate each stage (see Appendices 3 and 4).⁷¹ They illustrate two definite stages in developing intercultural competence; firstly, the ethnocentric stage, which are where individuals judge others based on their own cultural experiences and point of view; and then secondly the ethnorelative stage, which assumes that one’s own culture can only be understood in the context of another. This guide suggests that the broader the range of strategies a learner has, the greater their likelihood of successful intercultural competence.

Although I will not be elaborating on Paige et al’ s work in my study, it is important for those arranging short term study abroad programmes to understand these concepts, so they can judge what point individual students are at in the development of their intercultural competence. This will enable them to adapt their preparatory classes before the study abroad programme and programme itself to maximise the students’ experiences abroad. Secondly, I mention Paige et al’s work because they emphasise that one strategy of developing intercultural competence is to participate in a study abroad programme. As a result of participating in these programmes, not only are

⁷⁰ Paige et al. 2003a, *Maximizing Study Abroad*, p.63.64.

⁷¹ Paige et al. 2003a, *Maximizing Study Abroad*, p.63. 64.

the students' world view and understanding of other cultures increases, but also their understanding of their own culture increases. Learners then start developing their intercultural competence at a higher level. However, the students in my study are young (secondary school) and are still developing their own world view, and may not be as advanced in their understanding of intercultural competence as older students and adults. In summary, one of the goals of language learning is to be able to communicate effectively in the target language. However, communication is not a matter of linguistic competence alone - language is strongly bonded with culture; therefore, if learners have not learned the culture of the target language, they are not equipped to communicate effectively in that language.

Kobayashi (2013)⁷² acknowledged the potential of short-term programmes to boost language acquisition, intercultural competence, international awareness and understanding of the country that students visited, as demonstrated by other scholars such as those above. In addition, he pointed out the importance for educators to ensure that these benefits are realised in their own institutions' programmes. In order to improve the outcomes of the study abroad programme, it is necessary to assess and analyse the educational effect of the study abroad programme on participants. Therefore, Kobayashi researched how satisfied students felt about the achievement of their aims after completing the programme offered by his own institution. He conducted a survey of six Japanese university students who had participated in a short-term overseas studies programme in Korea for about three weeks. He allowed and analysed the grouped answers for the open questions. His findings, as with the other scholars, showed that his students mentioned that they felt the benefits of learning the target language and gaining intercultural

⁷² Kobayashi.2013,p.180.

competence. Of significance to my study is Kobayashi's suggestion that the preparation of the programme may have an effect on students' learning outcomes. In addition, he mentioned that students realised that they wished to use their experience for their future career or at least hope to revisit Korean friends whom they met through the programme. Those outcomes were not expected before their departure.

We can conclude that these research results provide a relatively consistent picture of the benefits of short-term study abroad programmes, both linguistically and in the form of increased cultural competency, and also in terms of personal development. However, there is little research to date conducted on the following points: 1) about high school and junior high school students, 2) about young Japanese students' overseas educational experiences, and 3) about short-term programmes carried out specifically in New Zealand. My own research will contribute to the understanding of these three issues.

Chapter 3: Methods

Aim of Study and Research Questions

As outlined in the literature review, many scholars have pointed out that there are three main categories of benefits for students who participated in study abroad programmes: second language acquisition, intercultural competence, and personal development. Most of those studies were based on university students and predominately American university students. Not much research has been specifically conducted on study abroad programmes for Japanese students; the small number of studies that have been conducted focussed on Japanese university students who participated in short-term study abroad programmes in New Zealand. No scholars have researched Japanese secondary school students who participate in short-term study programmes in New Zealand. The aim of my study is to explore the efficacy of the short-term study abroad programmes hosted by Darfield High School (hereafter referred to as DHS short-term programme) for Japanese junior and high school students. The main aim of my research is to answer the following questions:

1. What are Japanese secondary school students expecting from their participation in the DHS short-term programme before their departure in respect to the three key learning outcome categories (second language acquisition, intercultural competence, and personal development)?
2. What are the participants' perceived outcomes from their participation in the DHS short-term programmes?

3. Do Japanese secondary school students feel satisfied that their aims have been accomplished after participation in the programme?
4. Were there any other benefits from the short-term programme experience that the students were not expecting or aware of?
5. What suggestions can I offer to organisers of other such programmes in order to maximise the efficacy of their programmes?

In order to answer these questions, I conducted two types of survey, pre- and post-departure (see Appendices 9 and 10) to obtain my own quantitative and qualitative data in order to make a comparison between students' responses before and after their participation in the DHS short-term programme.

Research Background

I have worked at Darfield High School as a Japanese language teacher since 1997. This is a rural co-ed-public school (decile eight) in the Selwyn District of the Canterbury Region, with 754 students (2014). It is located in the western part of Selwyn District which is predominantly rural and is about 40 km from Christchurch International Airport. The population of Selwyn is 38,855 (2011)⁷³ and there are 2,176 (2011)⁷⁴ people living in the Darfield township. The school takes students from Year seven (11 years old) to Year 13 (18 years old). It has an International

73 http://www.selwyn.govt.nz/__data/assets/pdf_file/0018/55305/2011-SELWYN-GROWTH-PROJECTIONS.pdf
(Accessed on 23 May 2013)

74 http://www.selwyn.govt.nz/__data/assets/pdf_file/0018/55305/2011-SELWYN-GROWTH-PROJECTIONS.pdf(Accessed on 23 May 2013)

Department with around 30 overseas fee-paying students each year, the larger majority of whom are typically from Japan.⁷⁵

The school also offers short-term study programmes⁷⁶ for Japanese students over 10 years old, through which they have the chance to stay with a local host family. Five to six short-term groups visit DHS every year from Japan. Each group consists of between five and 25 students, led by teachers or employees of the students' local education board. The short-term groups visit DHS throughout the year, in February, March, August, October and November, usually during the visiting students' school holiday breaks. Those ways they do not miss any school work in Japan. There are not only financial benefits for DHS in hosting fee-paying international students and short-term groups: opportunities for DHS students to interact with students from other cultures will extend their knowledge of the world.

In my observation, the Japanese students appear to benefit in several different ways from their time in New Zealand, even though they stay only a short time. As a language teacher at the school, I was interested in learning more about those groups of students who come to New Zealand, what they expect to learn while they are in New Zealand, and perhaps identify some benefits gained from the experience that they themselves were not necessarily aware of. I believe that an analysis of this type will help DHS further improve and focus its study abroad programme offering, and I hope that my findings will also be of interest to other short-term study programme providers both in New Zealand and other countries.

⁷⁵ In 2014, there were 37 fee-paying students of which 20 students are Japanese

⁷⁶ For the purposes of this research, 'short-term programme' is an overseas educational visit by a student on a programme for up to 3 months. However, Darfield High School offers only short-term programmes of between 5 days and 3 weeks.

Ethical Issues

I designed two types of survey - pre- and post-departure surveys - to obtain my own quantitative data in order to make a comparison between students' responses before and after their participation in the DHS short-term programme. Permission to use the survey data for my thesis was first gained from the DHS Board of Trustees in January 2009. A second approval to conduct the surveys and use the data in my research was received from the University of Canterbury Human Ethics Committee in May 2009. I also submitted two separate consent forms, one for students to sign and one for the group representative to sign. The data obtained from all surveys is used in anonymity. In order to identify individual participants of the pre-and post-departure survey, whilst maintaining their anonymity, they were asked to identify themselves by a nickname on both surveys. Students were not required to participate if they did not want to answer the questionnaire.

Survey Procedures

First of all, before leaving Japan, each group's liaison person organised for the students to fill in the paper questionnaire entitled the 'Short-Term Student Pre-Study Abroad Survey' (hereafter pre-departure survey). I did not particularly request any special conditions for participants to fill in the survey, such as time allocation or location. For the 'Short Term Student Post-Study Abroad Survey' (hear after post-departure survey), I myself supervised the students' completion of it on their last day in New Zealand.

Collating Survey Data

All survey responses were collated using the free web tool 'Survey Monkey'⁷⁷ in which data from both pre- and post- departure survey was entered. All data was security controlled through a secure password access. This software has the ability to calculate the percentage and average of all data responses. The results were able to be illustrated visually using various chart styles, such as horizontal bar charts vertical bar charts, pie charts etc. Although it was my intention to use these visual representations of the data, I discovered that using a simplified table format was far more effective to show my results.

For more detailed analysis of each survey question, see chapter five.

Survey Participants

In order to obtain my own quantitative data from a range of students, I surveyed four different groups of Japanese students who visit DHS every year. I chose four different survey participant groups - Setagaya Gakuen, Kagoshima Junshin Girl's High School, Akitakata city students, and Yubetsu town students. More detailed discussion follows (See p 47-52). These groups stay in New Zealand between seven days to 12 days.⁷⁸ The itinerary is organised in order to meet each group's requests. Typically, however, when Japanese students visit Darfield, they stay with a local host family, visit DHS, and attend DHS classes with DHS students. They also study New Zealand geography, and participate in English classes. Japanese visiting students also participate in class activities with DHS students who are learning Japanese. The

⁷⁷ <https://www.surveymonkey.net>

⁷⁸ Length of stay for each group: Yubetsu town students: nine days, Setagaya Gakuen: seven days, Akitakata city students: 12 days, Kagoshima Junshin Girls High School: 12 days.

groups also visit a local farm to see sheep shearing and dog handling and also visit various tourist spots in Christchurch, such as Willowbank Zoo⁷⁹ to see the native New Zealand and international animals and birds the Antarctic Centre, and Christchurch Museum (See Appendix 5).⁸⁰

The Japanese students often demonstrate or explain some aspect of Japanese culture to their New Zealand hosts, though this is not a requirement imposed by DHS. The students do this in a range of ways. Sometimes, groups will explain an aspect of Japanese culture to classes of DHS students using a PowerPoint presentation prepared before their departure from Japan. On the other hand, some groups prefer to teach *origami* paper crane making, for example, as part of a class with their DHS counterparts. Each visiting group has different ideas about how to introduce Japanese culture to New Zealand students and host families while they are in New Zealand, either as a group performance or through one-to-one contact.

Yubetsu Town Students

Yubetsu is located in eastern Hokkaido in Japan, close to Lake Saroma, which is known for fishing and its oyster farms. Usually, about 10 junior high school and high school students, aged 14 to 17, visit DHS from Yubetsu around five to 15 February each year. Yubetsu Town Council subsidises the participants' airfares. The partnership relationship between Yubetsu town and Malvern Community Board was established in 2000, when Yubetsu and Selwyn District signed a sister city agreement. Under this agreement, a former student of DHS is normally employed in Yubetsu as a native English teacher in schools. Additionally, Yubetsu Town Council

⁷⁹ 60 Hussey Road, Harewood, Christchurch, <http://www.willowbank.co.nz>

⁸⁰ For a sample short programme itinerary see Appendix 5.

is eager to employ those DHS ex-students who had the experience of studying in Yubetsu on their Yubetsu Town Council scholarship exchange students' programme for assistant English teachers. At the moment, one of the DHS graduates is working in Yubetsu in this capacity (2012).

Yubetsu students participating in short-term programmes to DHS are allocated approximately 11 preparatory lessons (of about an hour and a half each session), with a New Zealand English teacher before visiting New Zealand. During these lessons students have English conversation lessons as well as a chance to practise their cultural performance. Their demonstration of an aspect of Japanese culture is in the form of a student performance in front of their host families at the farewell party – Yubetsu students sing Japanese songs and dance as a group. In my observation, the students tend to know about aspects of the New Zealand lifestyle but they show some hesitation in communicating in English with host families and DHS 'buddies'.⁸¹ Also, when Yubetsu students visit the local primary school, they show the children some Japanese toys, such as spinning tops and *kendama*.⁸² Yubetsu students tend to show how to play with those toys, rather than giving detailed information in English.

Setagaya Gakuen

Setagaya Gakuen is a private boys' school in Tokyo. It has a junior high school and a high school. The students mostly come from academic middle class families in

⁸¹During DHS short-term programme, the school organises DHS students who volunteer as 'buddies' to help and support the visiting Japanese students while they are at school. Buddies are expected to, for example, take Japanese students into their regular classes and spend time with Japanese students during interval and lunch breaks. The purpose is to provide Japanese students with more opportunities to interact with New Zealand students.

⁸² *Kendama* is translated into English as 'cup and ball'.

central Tokyo. They have to take an entrance examination to attend there and the school has a good reputation academically. They visit DHS from around 20 to 29 March each year, which is their Spring break. Students who visit Darfield are second grade in junior high school, aged 14 to 15. The relationship between Setagaya Gakuen and DHS was established in 2000, when Setagaya Gakuen organised a school trip to New Zealand and sent 200 students for five days. 10 Christchurch schools, of which DHS was one, hosted the Setagaya Gakuen students. During the next 10 years, DHS hosted between 10 and 24 students from Setagaya Gakuen each year for five days. Unfortunately, this particular arrangement with New Zealand schools ended in 2010, however Setagaya Gakuen started in 2013 to send a smaller number of students (50 students) for a slightly longer stay (seven days). Two groups of students visit Canterbury - one group visits DHS and the other goes to Oxford Area School⁸³. In my observation, Setagaya Gakuen students communicate well in English with their host families and DHS 'buddies'. They usually choose a topic of Japanese culture individually to present in English when they visit DHS Japanese classes. For example, they have introduced some Japanese card games, and the 'paper, rock and scissors' game in English. Setagaya Gakuen students seemed to enjoy sharing those games with New Zealand students while they were on the DHS short-term programme. They usually prepare well for this task, communicate well with New Zealand students, and also perform well.

⁸³ 52 Bay Rd, Oxford, www.oxford.school.nz

Akitakata City Students

Akitakata city is in the northern rural region of Hiroshima prefecture.⁸⁴ Each year around 12 students from six different junior high schools in Akitakata city visit DHS for about 12 days around 13 to 24 August, which is in their summer break. The participants are aged from 13 to 15. The relationship with DHS began when Selwyn District and Takamiya town⁸⁵ signed a sister city agreement in 1992. In 2012, they marked the 20th anniversary of this agreement. The district council subsidises the short-term programme participants' airfares, so students do not need to pay the full amount. The district council is in charge of selecting students and they also organise preparatory lessons prior to the visit to New Zealand. From my observation, students do not have much confidence in communicating in English with their host families and 'buddies' at DHS. They do not receive special English preparatory lessons prior to their trip; however they have only 4 hours of preparatory classes in which they practice their performance, usually of modern and traditional Japanese dances and songs, for the farewell party. There is no New Zealand English teacher working in Akitakata (2012).⁸⁶

⁸⁴ In 2010, Hiroshima prefectural council made an announcement which strongly encouraged public high schools in Hiroshima to establish sister school agreements in other countries within 3 years. The Hiroshima prefectural council is encouraging students to be given more opportunities to interact with people from other countries in order to understand different cultures.

⁸⁵ Takamiya town amalgamated with 6 other townships in 2007 and nowadays it is called Akitakata city.

⁸⁶ At junior high school, students do have English lessons provided by a JET (The Japan Exchange Teaching programme) programme participant, but in Akitakata this is only 1 hour a week.

Kagoshima Junshin Girl's High School

Kagoshima Junshin Girl's High School is located in Kagoshima prefecture in Kyushu, Japan's major southern island. It is a private Catholic girls' school; students have to take an entrance examination to attend there and the school has a good reputation academically. Most students usually go to University upon graduation. The number of participants in DHS's short-term programme varies every year (ranging from 16 to 26 students). The group visits DHS around the 20th of October to the second of November and they stay about 12 days. The relationship with DHS was initiated by a travel agent in Christchurch. Kagoshima Junshin Girl's High School students (hereafter Kagoshima students) have visited DHS every year since 2006. There are three native English-speaking teachers working at the school, and one of the teachers is a New Zealander who has been living in Japan since 1999.

In general, my observation is that the visiting Kagoshima students are eager to communicate in English with their host families and DHS 'buddies' while they are in New Zealand. This is probably because they are all students who have chosen to take their school's "English Course."⁸⁷ Students' preparatory lessons for the short-term study abroad programme are timetabled in the English classes. These students are always come well prepared with colourful PowerPoint presentations about Japanese culture. The group always asks DHS to organise a presentation time, so more than 100 DHS students usually get to see the one-hour presentation in the school hall. Topics vary, but have included Japanese cartoons, fashion, well-known Japanese cities and music, etc.

⁸⁷ Students who enrol in the English course have the opportunity to participate in a short-term programme in New Zealand as part of their curriculum.

In my observation, DHS students seem to enjoy learning more about the Japanese culture; and will often ask more questions of the Japanese students after their presentations and in subsequent days. It seems to be an opportunity to break down barriers, and sometimes prejudices, which may have existed prior to the presentations. Kagoshima students also sometimes share those presentations with their host families which has a positive impact on the students and their relationships with their host families.

One advantage that Kagoshima students have is that their school has a New Zealand trained teacher on their staff. This gives the students of this school an opportunity to learn firsthand some of the culture, language and customs of New Zealand. The teacher's classes are a focussed and targeted to increase students' cultural awareness of aspects of New Zealand such as its customs, etiquette, and also language. This was beneficial for students in their preparatory classes for their New Zealand visit. It is not the intention of this study to assess how much information regarding culture the students had been provided with prior to their departure; although it was interesting to see the varied expectations of these Kagoshima students regarding those aspects of New Zealand culture in which they wanted to participate or about which they wanted to learn; such as the haka, and visiting a marae.

Chapter 4: Designing the Surveys

In order to answer my questions (see p. 43), and to gain my own quantitative and qualitative data comparing Japanese students' responses before and after their participation in the DHS short-term programme, I designed two surveys, i.e. pre- and post-departure surveys (see Appendices 9 and 10). I also aimed to use simple, basic questions in Japanese because my survey participants were young (aged 13 to 17) and therefore needed to understand the questions easily. I also considered the fact that participants should not spend too much time completing the answers; therefore I used a rating system for some questions so that students would not take long to answer each question.

Pre- and Post-departure Survey: Questions 1 and 2

The pre-departure survey consisted of 14 questions and the post-study survey had 13 questions.⁸⁸ The all questions were asked in Japanese but here I am providing translations of those questions. The first two questions in both surveys asked the participant's gender and nickname, so that I could recognise individual students for the purpose of comparing their pre- and post-departure surveys, while maintaining their anonymity.

⁸⁸ The pre-departure survey has one extra question, question 14, which asks whether students have been overseas before.

Pre- and Post-departure Survey: Question 3

Pre-departure survey question 3 is as follows: (hereafter pre-departure Q3)

Pre-departure Q3

“What are the purposes of your study abroad? Please list in order the following aspects from 1 (most relevant) to 10 (least relevant)”.

- | | |
|--|---|
| a) To learn about New Zealand culture | b) To improve my English writing skills |
| c) To improve my English listening skills | d) To increase self-confidence |
| e) To improve my English conversation skills | f) To understand myself more |
| g) For entrance examinations | h) To make friends in New Zealand |
| i) To understand more about Japanese culture | j) To get used to fitting into different cultures |

Post-departure survey question 3 is as follows: (hereafter post departure-Q3)

Post departure-Q3

“What did you achieve during your visit? Please rate the following aspects from 1 (achieved most) to 10 (achieved least)”.

- | | |
|--|--|
| a) Learnt about New Zealand culture | b) Improved my English writing skills |
| c) Improved my English listening skills | d) Gained self-confidence |
| e) Improved my English conversation skills | f) Learnt more about myself |
| g) Boosted knowledge for entrance examinations | h) Made friends in New Zealand |
| i) Learnt more about Japanese culture | j) More familiar with different cultures |

In the pre-departure survey question 3, students were asked to indicate the main learning objectives of their participation in the DHS short-term programme. They were provided with 10 learning objectives which were determined based on the results of previous studies such as Sindt and Pachmayer (2007) (see literature

review). For the analysis, the students' choices were categorised into the three key areas, associated with the benefits of study abroad as discussed in the literature review (see Table10). To minimize unintentional bias, answer choices were arranged in random order. Students were asked to rank each objective in order of priority, from one, most relevant, to 10, least relevant.

The post-departure Q3 asked participants to rank their perceived outcomes through the DHS short-term programme. The same answer choices as in pre-departure Q3 were included, however they were phrased in the past tense to in order to find out what participants thought they had achieved from their experience. This would enable a comparison of pre- and post-experiences.

Table 10: Pre-departure Q3 Answer Options Categorised into the Three Key Benefits of Short-term Study Abroad

The Three Key Categories		Choice of Answers
<i>Category One</i> Second language acquisition	b c e g	To improve my English writing skills To improve my English listening skills To improve my English conversation skills For entrance examinations
<i>Category Two</i> Intercultural competence	a h i	To learn about New Zealand culture To make friends in New Zealand ⁸⁹ To understand more about Japanese culture
<i>Category Three</i> Personal development	d f h j	To increase self-confidence To understand myself more To make friends in New Zealand To get used to fitting into a different culture

⁸⁹ Answer choice '(h) To make friends in New Zealand' overlaps Categories 2 and 3. When students learn new languages they develop cultural awareness, which can be categorised under intercultural competence. They also develop the ability to interact appropriately with other speakers, and hence become more able to build relationships, which can be categorised under Personal development.

Category One : Focus on Second Language Acquisition

As discussed above, there are a number of studies that have investigated students' second language acquisition as a result of their study abroad experience. Asaoka and Yano's study (2009) showed that about one quarter of students who had studied overseas had expected, before their departure, to improve their target language. I was interested to see if the DHS short-term programme participants had similar expectations to those in Asaoka and Yano's study.

Asaoka and Yano's study did not focus on which language skills students particularly expected to improve, such as writing, listening or conversation. Therefore, I was also interested in finding out precisely which language skills Japanese secondary students expected to improve through their participation in the DHS short-term programme.

As discussed in chapter one, the current trend in Japanese English education is to change the emphasis from reading and writing to listening and oral skills in order to grow global citizens who can communicate with other people overseas. With those aims in mind, MEXT has been supporting and encouraging Japanese high school students to study abroad. I was interested to see whether these changing trends in English education in Japan might be reflected in the students' responses. In the pre-departure survey, I selected four answer choices related to second language acquisition under category one.

a) To improve my English writing skills

c) To improve my English listening skills

e) To improve my conversation skills

g) For entrance examinations

This list included three of the four identifiable language skills plus examination skills. Instead of naming the fourth skill 'reading skills', I used the term 'for entrance examinations'. The reason for this is that the university entrance examinations focus on reading rather than oral skills. If students expect to boost their entrance examination knowledge through the experience of the short-term programme, they may place a high value on reading skills, as well as accumulation of vocabulary and grammar competence, which are needed in all the 4 language skills anyway. The relative weight respondents give to these two skill areas would reveal a lot about students' expectations with regard to language acquisition.

Category Two: Focus on Intercultural Competence

Ingraham and Peterson (2004) have pointed out that intercultural competence; international awareness and personal development were potential benefits of study abroad programmes. In their survey research, they asked students to assess certain benefits of study overseas in terms of increased cultural competence.⁹⁰

Asaoka and Yano (2009) also established that students expected to have meaningful intercultural experiences during their study abroad programme. They pointed out in their research findings that Japanese university students who participated in their

⁹⁰ Ingraham and Peterson (2004) p88. The statements that participants were asked to rate in terms of relevance were: 'My study abroad experience has increased my curiosity about other cultures' 'Studying abroad has contributed to my understanding of my host country' and ' My study abroad experience has increased my understanding of my own culture.'

research did not expect to make non-Japanese friends through the study abroad experience, however after their trip about 15% of participants noted that they valued the friendships they had unexpectedly made.

Questions in my surveys were specifically related to the Japanese pre-tertiary level students' experience in a New Zealand context. These questions were formulated using simple sentences in Japanese to ensure that the younger Japanese students participating in the DHS short-term programme were clear about what was being asked in the pre-departure survey (what they envisaged), and post-departure survey (what they experienced).

Additionally, to establish the extent to which the DHS short-term programme participants expected their intercultural competence to increase, I included three options in pre-departure Q3, under Category Two (Intercultural Competence) which were:

- a) To learn about New Zealand culture
- h) To make friends in New Zealand
- i) To understand more about Japanese culture

Category Three: Focus on Personal Development

According to Asaoka and Yano's study (2009), not many students (11.9%) expected 'self-discovery' from their study abroad experience, but after participating in the programme students (14.8%) felt that they had matured as a result of their study

overseas. In their survey, Ingraham and Peterson (2004) asked participants to rate the following statements: 'study abroad has enhanced my self-reliance', and 'my study abroad experience has increased my ability to interact with people from different backgrounds'. Whether they intended to make friends was also an aspect influencing personal development and this information overlapped with both intercultural competence and personal development. Thus, for my survey I selected four choices including the option 'to make friends in New Zealand.'

d) To increase self-confidence

f) To understand more about myself

h) To make friends in New Zealand

j) To get used to fitting into a different culture

The students' answers in the pre- and post-departure surveys give some indication of their main aims and expectations prior to the programme, and also what they felt they did not achieve.

Pre- and Post-departure Survey: Question 4

Pre-departure survey question 4 (hereafter pre-departure Q4) is an open question formulated to obtain qualitative data from participants in the DHS short-term programmes. The question is as follows.

Pre-departure Q4

What do you think your host family's home will be like? e.g. people, pets, house, cleanliness, etc

Related to this is the post-departure survey question 4-1 (hereafter post-departure Q4-1)

Post-departure Q4-1

Did you think your host family were different from your initial expectation?

Yes or No

For participants answering yes to post-departure Q4-1, there was the following question 4-2 (hereafter post-departure Q4-2)

Post-departure Q4-2

If you answered Yes, how did they differ from your expectation?

Taura et al (2009)'s post-departure survey found that most participants felt that using English to communicate with their host family enabled them to understand more about New Zealand culture and gain more confidence to live in an English speaking country.

On the other hand, as Hosokawa (2002) pointed out, as part of the process of learning intercultural competence, students have their own image of the target culture before their departure. To find out how their image of New Zealanders changed, if at all, after their stay, students were asked in question 4 how different their image compared to their actual experience. Liddicoat (2008) also pointed out a similar theory, stating that students need to engage in interacting on the basis of their learning and experience of diversity in order to create personal meaning about

their experience.⁹¹ I was interested to see how our participants regarded the target culture and whether they could demonstrate an increase in their intercultural awareness after their participation in the DHS short-term programme.

Pre- and Post-departure Survey: Question 5

In pre- and post-departure survey question 5 (hereafter pre-departure Q5 and post-departure Q5), the students were shown an identical list of 10 English phrases, (see list below) and they were asked to indicate how confident they were to communicate those concepts in English to their host families. They were asked to rate their confidence before (pre-departure Q5) and after (post-departure Q5) their stay in New Zealand. The scale was from one (fully confident) to five (not confident).

⁹¹ Liddicoat. 2008. p 284.

Pre-departure Q5

Rate your English language skill from 1 (fully confident) to 5 (not confident). How confident are you that you can express yourself to your host family in English for the following activities?

Post –departure Q5

Are you confident you could now perform the following tasks in English with your host family?

- a) Introduce yourself (e.g. name, hobbies, family)
- b) Ask them to do your washing
- c) Ask them to let you phone home to Japan
- d) Tell them the shower was too cold
- e) Invite them to play cards
- f) Ask them to take you shopping
- g) Tell them you have a stomach ache
- h) Ask them to take a photo together with you
- i) Tell them dinner was nice
- j) Announce your return home and tell them you have had a good day

These 10 sentences were selected because students often meet those situations when they are staying with the DHS host families. I also based them on the 'Progression in the Learning Languages - Communication Strand' by the New Zealand Ministry of Education (See Appendix 11).

According to the guide that Paige et al (2003b)⁹² published for teachers of second language whose students intend to study abroad, common challenging situations for the students have included those demanding complaints, requests, and compliments. This is, because students need to be aware of the culturally appropriate manner in

⁹² Paige et al (2003b). *Maximizing Study Abroad*, Language Instructors' Guide.

which to use the target languages. Combining ideas from both these sources, I included in my list of target phrases 'complaints' 'requests' and 'complements'. These correspond to the New Zealand Ministry of Education's learning language level seven and eight, where students express their own ideas and opinions and support or challenge those of others, 'make and respond to requests for something to be done' and 'recognise and talk about doing something for someone.'⁹³

As mentioned, participants in the DHS short-term programme included both junior high school (age 13 to 15) and high school (age 16 to 18) students, all of whom have studied English since age 13. Therefore, they may not feel confident enough to say all the sentences listed to their New Zealand host family; this was dependant mainly on their academic level or their knowledge of English, and their knowledge of what is a culturally appropriate manner to express those sentences to their host family in English. However, my study does not intend to assess the participant's English skills, but rather to establish whether there was any change in their confidence levels when communicating with host families in English, as measured before and after their departure.

⁹³ Ministry of Education .1998 p 58.

Pre- and Post-departure Survey: Question 6

Pre-departure Q6

Which of the following activities are you looking forward to most? Please rate them from 1 (looking forward to most) to 10 (looking forward to least).

- | | |
|-----------------------------|-------------------------|
| a) School lesson | b) Jet boating |
| c) Farm visit | d) Maori culture lesson |
| e) Shopping in Christchurch | f) Outdoor activities |
| g) Japanese lessons | h) Time with buddies |
| i) ESOL lessons | j) Seeing kiwi |

Question 6 focuses on activities offered by DHS as part of the short-term programme and student preference. This section was included for the benefit of DHS. The list of questions is Question 6 was asked for the benefit of DHS, in order to understand more about what participants like to do while they are in Darfield. This information is useful for DHS when they plan the short-term programme for secondary Japanese students, so as to ensure that the participants enjoy their stay. Although the exact choice of activities that can be offered will, of course, differ depending on the location of the overseas programme, I believe that the interests and anticipated high points of the stay, as highlighted by this question, will be of use to other institutions that plan overseas study programmes for similar aged students.

The questions in the pre-departure survey (pre-departure Q6), were framed as 'what activities are you looking forward to most?' while the post-departure survey (post-departure Q6) asked the participants to rank the activities they had done in terms of level of enjoyment. Students were asked to rate the activities from one (most anticipated/enjoyable) to 10 (least anticipated/enjoyable), therefore I could compare their response before and after the activities were experienced. Students who

wanted to add other activities, which were not on the list, could add these in pre-and post-departure survey question 6-2 (post-departure Q6-2).

Pre- and Post-departure Survey: Question 7

In the pre-departure survey question 7-1 (hereafter pre-departure Q7-1), participants were asked if they intended to introduce their Japanese culture while they were on the DHS short-term programme. If students answered 'Yes', they would need to answer two open questions to follow, pre-departure Q7-2 and pre-departure Q7-3.

Pre-departure Q7-1

Do you intend to tell New Zealand people about Japanese culture?
Yes or No

Pre-departure Q7-2

If you answered Yes, what aspects of Japanese culture are you intending to introduce them?

Pre-departure Q7-3

Why did you choose to explain this aspect?

In the post-departure survey question 7-1 (hereafter post-departure Q7-1), students were asked if they had introduced Japanese culture while they were in Darfield, and, when students answered Yes, they continued on to post-departure Q7-2 and post-departure Q7-3, which were open questions asking about what they thought about their experience of introducing Japanese culture to their host families.

Post-departure Q7-1

Did you tell New Zealanders about Japanese culture?
Yes or No

Post-departure Q7-2

If you answered Yes, what aspects of Japanese culture did you introduce to them?

Post-departure Q7-3

How successful do you think your efforts were to introduce Japanese culture to New Zealand people?

As mentioned, DHS did not request that participants introduce Japanese culture while they were on the short-term programme. However, some of the Japanese schools asked DHS to provide an opportunity for their students to interact with New Zealand students as one of their activities, for example: visiting a primary school and showing the children Japanese toys, or participating in a Japanese language class at DHS. Therefore, sometimes participants came to DHS with a prepared talk about some aspects of Japanese culture that they were keen to introduce to their hosts.

As Liddicoat (2002) pointed out, this is an opportunity for second language learners to interact with the target language speaker and students could use the introduction of one aspect of Japanese culture as a communication topic to enable interaction with the DHS students and their host families.

Moreover, according to *The Japanese in the New Zealand Curriculum*, 'communication is the pivotal point of the language programme.'⁹⁴ Effective and meaningful communicative activities lead on to valued elements for students such as

⁹⁴ Ministry of Education (1998). p.8.

interaction, co-operation, confidence, social development, language development, general knowledge, and culture awareness.

As part of post-departure Q7-3, students are given the opportunity to reflect on their communication, specifically on sharing their Japanese culture with New Zealanders. Their reflection could give an indication of their social and personal development, their language skills development, or a greater awareness of the target culture. I was interested to examine the students' answers in relation to *The New Zealand Curriculum* (2007) which states that 'students learn about culture and the interrelationship between culture and language then they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.'⁹⁵

Moreover students may realise more about Japanese culture, their country, Japan, and their own heritage. Most participants of the DHS short-term programme had never been overseas before,⁹⁶ so this type of activity was probably new to them. I do not think that students were necessarily aware of the benefits of an overseas experience in terms of boosting their intercultural competence and personal development, when they prepared their Japanese cultural presentation while they were in Japan. At the same time, through this activity, some students may also have discovered how difficult it was to explain Japanese culture in English. This may lead them to realise here, too, that their English skills were in need of improvement.

There has been little research related to students' experiences of introducing Japanese culture in English while they were on the short-term overseas programme.

⁹⁵ Ministry of Education .2007. p.24.

⁹⁶ There is a question about their overseas experience in Pre-departure survey question 14-1 and 14-2.

Taura et al (2009) mentioned briefly in their study that their Japanese university students had an opportunity to visit a primary and secondary school to introduce Japanese culture while they were in New Zealand. There was no more detail about it other than the fact that Japanese students did introduce Japanese culture during their visits.⁹⁷

Therefore, this is a unique part of my study to find out more about this aspect of the short-term programme. Additionally, I was interested in finding out the different outcomes between the two groups of students: those who had prepared some aspect of Japanese culture to introduce, and those who did not prepare to do it, and therefore did not participate in this activity.

In order to compare these two groups, I categorised their open answers, then examined the comparative trends between those who had and those who had not given a cultural introduction.

Pre- and Post-departure Survey: Question 8

Pre-departure survey questions 8 and 9 (hereafter pre-departure Q8, pre-departure Q9) were related to the intercultural competence and the second language acquisition. Pre-and post-departure Q8 were open questions. Post-departure Q8 asked the participants to reflect on what they had learnt about New Zealand life.

⁹⁷ Taura et al., 2009. p.15.

Pre-departure Q8

Please write down what you know about New Zealand daily life and customs.

Post –departure Q8

What did you learn about New Zealand customs, daily life or habits during your visit?

Hosokawa (2002) pointed out that students have their own image of the target culture. Participants in DHS short-term programme would not be aware of Hosokawa's stages of intercultural competence; however I was interested to know what they did know about New Zealand life before their departure and how that knowledge had improved after their participation. Kobayashi (2013) suggested that preparation prior to the programme may have an effect on student's learning outcomes, (see p. 40).

Pre- and Post-departure Survey: Question 9

Pre-departure Q9-1 was a yes/no question, and if students answered 'Yes', they were asked the connected pre-departure Q9-2 question.

The post-departure survey question 9 asked the same question, but it was worded in the past tense. This will enable a comparison of the pre-and post-departure answers to find out whether the difficulties that the students expected did really materialise.

Pre-departure Q9-1

Do you think you will have difficulties coping with the culture and language while you stay in New Zealand?

Yes or No

Pre-departure Q9-2

If you answered 'Yes', what cultural differences or language problems do you think will you find most difficult during your visit?

Post-departure Q9-1

Did you encounter cultural or language difficulties?

Yes or No

Post-departure Q9-2

If you answered 'Yes', what difficulties did you encounter?

I was interested in analysing the students' responses in terms of Liddicoat's idea (2008) of intercultural pedagogy in language education, and too see whether students captured elements of the learning cycle like 'noticing' 'comparing' 'reflecting' 'interacting' (Figure 2) in their answers.

Pre- and Post-departure Survey : Questions 10, 11 and 12

Pre- and post-departure survey question 10, 11, and 12 (hereafter pre-/post-departure Q10, pre/post-departure Q11 and pre/post-departure Q12) were related to 2 key focus points of the benefits of short-term study programme as outlined by Taura et al (2009) (see literature review) which were intercultural competence and personal development.

Pre-departure Q10, Post-departure Q10

Do you think this short term study abroad experience will be of use to you in the future?

(Yes, definitely) 1, 2, 3, 4, 5 (No, not at all)

Pre-departure Q11, Post-departure Q11

Do you think you will want to keep in touch with your host family or students you met during your visit?

(Yes, definitely) 1, 2, 3, 4, 5 (No, not at all)

Pre-departure Q12, Post-departure Q12

Would you and your family be willing to host a student from New Zealand?

Yes or No

As other researchers have also pointed out, the experience of studying abroad boosted students' personal development and intercultural awareness. Comparing each student's pre- and post-departure survey answers to these questions will allow me to see how each student's attitude has changed, if at all, towards the issue of international engagement, and making and maintaining international friendships. Their overall attitude to the concept of home stays and- having a foreigner live as a family member in your house – can be gauged from these responses.

It is very important for DHS to continue to have a good relationship with the visiting groups from Japan. Therefore, I was interested to know whether the DHS short-term

programme had had a positive impact on the participants (pre-and post-departure Q10) asking the students if their experience was valuable for their future.

In pre-and post-departure Q11 I was interested to see if students would like to maintain relationships they made while they were in New Zealand, and whether students were interested in keeping in touch with the people they had met in New Zealand or not.

The reasoning behind pre-and post-departure Q12 is to determine whether or not the students' families would host a DHS student in Japan. Every two years DHS visits their sister city and the school tends to have difficulty finding home stays for New Zealand students in Japan. There were several reasons for this: some typical reasons are lack of space as Japanese houses tend to be more compact, lack of confidence speaking English, parents are busy and do not have time. In post-departure Q12, I was interested to see whether Japanese families may change their mind after their child had a home stay experience. Regrettably, my survey did not ask for detail reasons why Japanese students (and their families) may not want to host a New Zealand student.

Pre- and Post- departure Survey: Question 13

Pre-departure survey question 13 (hereafter pre-departure Q13) sought information on the participants' preparatory classes, and on intercultural language learning.⁹⁸ I was interested in finding out how many hours our participants spent in preparation before their departure, the content of that preparation, and whether the students found that preparation useful or not. Analysis of these responses will be useful for

⁹⁸ Liddicoat. 2002.

DHS short-term programme organisers; as it would give them an idea of what the participants' have already learnt prior to their visit to New Zealand. Organisers are then able to better prepare host families, teachers and students for any future Japanese visitors.

Pre-departure survey question 13-2 (hereafter pre-departure Q13-2) asked students to write what they learnt from their preparatory lessons. Post- departure survey question 13-1 (hereafter post-departure Q13-1) asked students if the preparatory lessons were helpful or not, then if students answered a 'Yes' there was a follow-up question (post-departure Q13-2) asking them to write an example of the aspects they found useful. Post-departure survey question 13-3 (post-departure Q13-3) followed post-departure Q13-2 if students answered with a 'No' in post-departure Q13-1.

Pre-departure Q13-1

How many hours of preparatory lessons have you had? For example, New Zealand culture studies, customs and special English classes apart from normal English lessons at school.

Pre-departure Q13-2

Please write which aspect of your preparatory lessons you think will be most useful?

Post-departure Q13-1

Do you think your preparatory lessons were helpful?

Yes or No

Post-departure Q13-2

If you answered 'Yes', please write examples of useful aspects?

Post-departure Q13-3

If you answered No, please write what you would liked to have learnt before your visit to New Zealand?

To analyse the students' answers to Q13, I will simply look at the trends in the comments to see what aspects are most commented on by students as being perceived to be useful pre- and post- departure.

Pre- and Post- departure Survey: Question 14

Pre-departure survey question 14-1 and 2 (hereafter pre-departure Q14-1 and Q14-2) asked students to indicate whether they had ever been overseas, and, if students had been overseas before, which countries have they been to.

Pre-departure Q14-1

Have you ever been overseas before?

Yes or No

Pre-departure Q14-2

If you answered 'Yes', which countries have you been to?

In my observation, most participants in the DHS short-term programme had never been overseas before. For most, the DHS short-term programme was the first opportunity for them to go overseas. It will be useful to get an exact percentage of those for whom this was their first time out of Japan. This will help to determine whether students have had any other cultural experiences before coming to New Zealand.

Chapter 5: Analysis of Survey Results

The survey was conducted with four different groups of students who participated in DHS short-term programmes from 2009 to 2012. All data was entered into the Survey Monkey website⁹⁹ and that application calculated the percentage and average of all data responses. This enabled me to compare responses between the pre-departure and post-departure surveys for each question. The results highlight contrasts and changes in students' perceptions of the programme before and after their participation. In this chapter I will discuss these comparisons in more detail and link these findings to similar survey outcomes already discussed in the literature review.

Pre-departure surveys were sent to 160 students and all surveys were returned, however six students did not write the same nickname on their pre- and post-survey, so these responses were excluded from both the pre-and post-departure results. As a result, there were 154 (male 80, and female 74) respondents. Total numbers of survey respondents from each of the four groups is shown below (see Table 11).

⁹⁹ <https://www.surveymonkey.net>

Table 11: The Number of Respondents in Pre-departure Survey from Each Group

Kagoshima Junshin Girls High School	49
Setagaya Gakuen	53
Yubetsu town	28
Akitakata city	24
Total valid respondents	154
Invalid respondents	6
Total number of surveys given to students	160

Table 12: The Number of Respondents in Post-departure Survey from Each Group

Kagoshima Junshin Girls High School	57
Setagaya Gakuen	47
Yubetsu town	23
Akitakata city	21
Total valid respondents	148
No response	6
Invalid response	6
Total number of surveys given to students	160

In the post-departure survey, 160 surveys were handed in by students; but the six students who did not write the same nicknames as in the pre-departure survey were excluded as invalid data, and also another six students were not valid as they were unfinished/no response.¹⁰⁰ The total valid response therefore was 148 (male 75 and female 73) (See Table 12). Although my initial intention was to analyse the results according to gender, it became clear during my analysis that there was not a significant difference. Therefore it was not necessary to include gender differentiation.

¹⁰⁰ There were several reasons for the differences between the total valid responses from pre-and post-departure survey. Each school group had a Japanese liaison person who conducted the pre-departure surveys. In general, during the students' preparatory lessons, each group liaison person then collected the survey before they departed and handed them to me when they arrived at DHS. On the other hand, the post-departure survey was conducted by me at the end of the students' stay, usually one day before their departure.

Analysis of Pre- and Post- departure Survey: Questions 1 and 2

Questions 1 and 2 of the survey focussed on gender and nickname in order to recognise individual students to compare their pre- and post-departure survey responses, while maintaining their anonymity.

My initial intention was to analyse the responses by gender for each group of students, hence asking their gender in both pre- and post-departure survey question 2. From my observation, I wondered whether gender was a significant factor in the students' expectation and preparation for the DHS short-term programme. However, when I looked at the results filtered by gender in Survey Monkey, I discovered that it was not a useful avenue for my research because there was no significant difference between genders; so I decided to review all results without a gender filter.

Analysis of Pre-departure Survey: Question 3

Pre-departure survey question 3 is as follows (hereafter pre-departure Q3):

Pre-departure Q3

"What are the purposes of your study abroad? Please list in order the following aspects from 1 (most relevant) to 10 (least relevant)".

- | | |
|--|---|
| a) To learn about New Zealand culture | b) To improve my English writing skills |
| c) To improve my English listening skills | d) To increase self-confidence |
| e) To improve my English conversation skills | f) To understand myself more |
| g) For entrance examinations | h) To make friends in New Zealand |
| i) To understand more about Japanese culture | j) To get used to fitting into different cultures |

The survey answers for pre- and post-departure Q3 provided qualitative data which enabled me to examine the primary objectives, from the students' perspective, of participating in the DHS short-term programme, in order to determine whether their expectations and objectives (pre-departure) of the DHS short-term programme had been met (post-departure).

Table 13: The Results of Pre-departure Survey Question 3

Answer choices	1 most relevant	2	3	4	5	6	7	8	9	10 least relevant
a) To learn about New Zealand culture	27.2%	7.3%	15.9%	21.2%	11.3%	6.0%	2.6%	4.0%	4.0%	0.7%
b) To improve my English writing skills	1.3%	6.7%	11.4%	16.1%	14.1%	11.4%	14.1%	14.1%	9.4%	1.3%
c) To improve my English listening skills	7.2%	32.9%	19.7%	10.5%	9.9%	10.5%	2.6%	5.9%	0.7%	0.0%
d) To increase self-confidence	8.0%	8.0%	13.3%	12.0%	16.7%	16.0%	11.3%	8.0%	5.3%	1.3%
e) To improve my English conversation skills	36.8%	23.7%	14.5%	10.5%	7.2%	2.6%	3.3%	0.7%	0.7%	0.0%
f) To understand myself more	2.6%	2.6%	2.6%	3.3%	8.6%	21.7%	19.1%	19.1%	12.5%	7.9%
g) For entrance examinations	0.0%	0.0%	2.0%	1.3%	1.3%	3.3%	8.6%	6.6%	19.1%	57.9%
h) To make friends in New Zealand	3.9%	4.6%	5.2%	8.5%	12.4%	11.1%	13.1%	15.7%	17.0%	8.5%
i) To understand more about Japanese culture	0.7%	2.6%	3.3%	5.9%	7.2%	9.2%	12.5%	12.5%	27.6%	18.4%
j) To get used to fitting into different culture	12.4%	11.1%	13.1%	9.8%	12.4%	8.5%	11.8%	13.7%	3.9%	3.3%

It was interesting to note that two answer choices were clearly ranked as the most favoured objectives/expectations (e, a); and one other answer choice was also ranked highly (c).

Firstly, 36.8% of students ranked answer choice (e), 'To improve my English conversation skills', as a top priority. Another 38.2% of students ranked (e) as second or third in priority, thus more than two-thirds of the participants expected an improvement in their English conversation skills by participating in the DHS short-term programme.

Secondly, 27.2% students ranked answer choice (a), 'To learn about New Zealand culture', as a top priority. Another 23.2% of students ranked (a) as second or third in priority. This means that half (50.4%) of the participants expected to learn about New Zealand culture while they were in New Zealand.

32.9% of students ranked answer choice (c), 'To improve my English skills', as their second priority. Another 26.9% students ranked (c) as first (7.2%) and third (19.7%), indicating that improving English listening skills was the next highest priority from the students' point of view after improving their English conversation skills.

On the other hand, the lowest ranked priorities from the answer choices were (g), (h), and (i). It was noticeable that 57.9% of students ranked as 10 (the least relevant) the answer choice (g) 'For entrance examinations'. In addition, another 25.7% of students ranked (g) as a low priority (eighth or ninth) in their answer choice. The actual number of students who indicated (g), as the lowest priority, was 88 out of

152¹⁰¹ participants. Therefore, it is clear that most of the participants did not expect to boost their entrance examination skills while they were in New Zealand.

The second lowest priority was answer choice (i), 'To understand more about Japanese culture'. 18.4% of students ranked answer choice (i) as tenth, and another 40.1% of students ranked (i) eighth and ninth. This percentage shows that, overall, approximately 60% of participants were not expecting to learn anything about their own Japanese culture while they were in New Zealand.

Lastly, a large percentage of students also indicated that answer choice (h), 'To make friends in New Zealand', was not a high priority. 41.2 % students ranked (h) eighth to tenth place. Similar sentiments were expressed by the students when answering (f), 'To understand myself more', where 38% of students ranked this in eighth to tenth place.

So, to summarise, these results clearly show that students expected to improve their English conversation and listening skills while on the DHS short-term programme. The results also indicate that students expected to learn about the New Zealand culture more than they wanted to learn about their own culture. Gaining friends and preparation for the entrance examinations were not high priorities for these students. Although one could argue that any increase in linguistic ability may improve ability in entrance exams, the students made it clear that the linguistic abilities they expected to improve during their time abroad (listening and speaking) are of more use in

¹⁰¹ The total responses to the pre-departure survey were 156; however 4 students did not respond to pre-departure Q3 answer choice (g). Therefore the number of valid responses for pre-departure Q3 answer choice (g) was 152.

communication than in preparation for entrance exams, where the emphasis is more on non-communicative and knowledge-based reading and writing skills.

(a) The Three Key Categories of the Benefits of Short-term Study Abroad Programmes

As mentioned section in '*The Benefits of Short-term Study Abroad Programmes*' in chapter two, the main benefits of short-term programme study abroad programmes fall broadly under three key categories, namely second language acquisition, intercultural competence, and personal development. The survey answer choices, discussed above, were formulated in such a way as to assess the students' responses to aspects of these three categories. To further analyse the results of the survey, I will examine the answer choices of the participants against these categories. Table 14 shows the answer choices and their mean ranking by category. The 'Ranking mean' refers to the priority placements by the participants, where the smaller the number, the higher the importance to the students. The data¹⁰² was calculated from the values in Table 13.

¹⁰² In hindsight, it would have been clearer if I had assigned the opposite numbers to the ranking of least to most relevant – so that the higher the number given, the higher the priority.

Table 14: The Results of Pre-departure Q3 Categories into the Three Key Benefits of Short-term Study Abroad

The Three Key Categories		Choice of Answers	Ranking mean
<i>Category One</i> Second language acquisition	b	To improve my English writing skills	5.61
	c	To improve my English listening skills	3.58
	e	To improve my English conversation skills	2.55
	g	For entrance examinations	9.00
<i>Category Two</i> Intercultural competence	a	To learn about New Zealand culture	3.58
	h	To make friends in New Zealand ¹⁰³	6.46
	j	To understand more about Japanese culture	7.51
<i>Category Three</i> Personal development	d	To increase self-confidence	4.96
	f	To understand myself more	6.79
	h	To make friends in New Zealand	6.46
	j	To get used to fitting into a different culture	4.81

Pre-Q3: Focus on Second Language Acquisition (Category One)

Improving English conversation and listening skills were ranked as top priorities by the participants. These two answer choices fall within Category one (Second Language acquisition). Therefore the highest priorities of the DHS short-term programme participants fell into Category one, which means that second language acquisition was ranked slightly higher (especially English conversation and listening skills) than the other two categories. My assumption is that students with these priorities envisaged themselves having a better chance of improving their English conversation and listening skills when surrounded by English speakers while on their short-term programme, than in a classroom in Japan.

¹⁰³ Answer choice (h) 'To make friends in New Zealand' overlaps Categories two and three. When making a friend from a different country and speaking a different language, you need both intercultural competence so you understand their background and values, etc, and you will also be boosting your own personal development as you will be engaging closely with someone from a different background to your own, and therefore learning new ideas and new values and having new experiences.

The itinerary and documentation given to the students by each group liaison person clearly indicates that the DHS short-term programme was not an intensive “English Study Programme.” Because of this, students would not expect to improve their English writing skills while they were on the programme, so did not rank this as highly as the conversation and listening skills in the short-term programme.

The results showed that Japanese students obviously had very low expectations of the DHS short-term programme in helping to raise their high school and university entrance examination scores. A likely reason for this is that the focus of Japanese high school and university entrance examinations are primarily based on reading and writing skills, although listening skills have become more common place since 2006 (See p.15.).

Pre-departure Q3: Focus on Intercultural Competence (Category Two)

Most of the students (82.9%) ranked (a), ‘To learn about New Zealand culture’, between one and five in terms of priority (the average ranking was 3.58). These results show that students tend to expect to learn about New Zealand culture while they are in New Zealand. My assumption is that students had an expectation that, because they would be living with host families, attending school and getting involved in additional activities with New Zealand students and their families, they would be hoping to directly learn some aspects of New Zealand culture. I also assume that students, when answering the question, may have considered the broader word ‘culture’ to include ‘customs’ which is more related to etiquette. This difference in understanding by the students did not negatively impact on my study.

Japanese students ranked (h), 'To make friends in New Zealand' rather low (only 3.9% ranked this as their top priority). One can assume that before their departure the Japanese students would not have known how much opportunity they would have for, or how well they would succeed in, interaction with New Zealand students. Japanese students may not have expected, in the short timeframe, to be able to make non-Japanese friends because their primary focus for the short-term programme was mainly English language acquisition.

Understanding more about Japanese culture was ranked even lower in terms of priority. Only 0.7% students ranked (i) as their top priority and, even when you add to this the percentage of students who ranked this as two and three, the total was only 6.6%. 46 % of students placed this at the bottom of the scale, at either nine or 10 in terms of priority; it is obvious that most of the students were not expecting to learn about Japanese culture when they visited New Zealand. It is also clear that the focus of the students' interest and attention was on learning about the target country and, even though many were preparing to introduce an aspect of their own culture to their New Zealand hosts, most did not expect this to be a learning experience for them. Not much research has occurred in this area. However because of Liddicoat's theory of intercultural pedagogy, (see Figure 2) I assumed that by having to share their own culture, and interacting with New Zealanders, they would expect to learn more about their own culture.

Pre-departure Q3: Focus on Personal Development (Category Three)

32.7% of students ranked (d), 'To increase self-confidence', between five and six in the answer choices (the average ranking was 4.96) – this was a middle range

ranking. The results showed that students might have considered this as quite important, but did not have particularly high expectations to prioritise it strongly.

Similarly, only 12 students (7.8%) out of 152¹⁰⁴ ranked answer choice (f), 'To understand myself', as a top priority of rank from one to three. The majority of students did not expect to understand themselves more through the programme, with 59.9% of students giving (f) a low priority of between six and eight. These results show that personal development was seen as only a moderate level of priority. My survey participants are young and not necessarily aware of self and issues of self understanding – they expect to learn about other external things but do not necessarily connect that learning to a growth in their own understanding of themselves through coping with difficult situations. Nevertheless, these results are consistent with the findings of the study by Asaoka and Yano (2009). Their findings indicated that only 11.9% of Japanese university students note self-discovery as one of the expectations of their study abroad experience.

Interestingly, the ranking of answer choice (j), 'To get used to fitting into a different culture' was evenly spread (see Table 13). There was no definite bias in this answer choice. This could be because students did not understand the answer choice, or may not have seen it as different to (a), 'To learn about New Zealand culture'.

Answer choice (h), 'To make friends in New Zealand', overlapped in Categories two and three. Most of the students did not place making New Zealand friends as a high

¹⁰⁴ The total number of responses to the pre-survey was 156, however four students did not respond to pre-departure Q3 answer choice (f). Therefore, the valid response number was only 152 for pre-departure Q3 answer choice (f)

priority prior to coming to New Zealand. This finding is consistent with Asaoka and Yano's (2009) findings where there was no expectation by the students prior to their study abroad experience to make non-Japanese friends.

In summary, overall, pre-departure Q3 results showed that Japanese students, before their departure, were expecting to improve their English conversation and listening skills and also learn some of the aspects of New Zealand culture while they were in New Zealand. On the other hand, most of the students did not have high expectations of gaining more awareness of their own culture or of making friends. Most students saw personal development as only a moderate priority of their participation in the programme. As discussed, these findings are similar to those of previous studies, specifically by Asaoka and Yano (2009).

Analysis of Post-departure Survey: Question 3

Post-departure survey question 3 is as follows (hereafter post departure-Q3):

Post departure-Q3	
“What did you achieve during your visit? Please rate the following aspects from 1 (achieved most) to 10 (achieved least)”.	
a) Learnt about New Zealand culture	b) Improved my English writing skills
c) Improved my English listening skills	d) Gained self-confidence
e) Improved my English conversation skills	f) Learnt more about myself
g) Boosted knowledge for entrance examinations	h) Made friends in New Zealand
i) Learnt more about Japanese culture	j) More familiar with different cultures

All data was calculated in Survey Monkey and each answer choice in post-departure Q 3 was indicated as a percentage of the total. Below is the post-departure Q3 result (See Table 15).

Table 15: The Results of Post-departure Survey Question 3

Answer choices	1 (Achieved Most)	2	3	4	5	6	7	8	9	10 (Achieved Least)
a) Learnt about New Zealand culture	25.3%	15.8%	18.5%	15.1%	7.5%	8.9%	3.4%	4.1%	0.7%	0.7%
b) Improved my English writing skills	0.7%	2.7%	4.1%	4.1%	2.0%	15.0%	15.6%	14.3%	32.7%	8.8%
c) Improved my English listening skills	13.6%	21.8%	12.2%	10.2%	10.9%	12.9%	8.8%	8.8%	0.7%	0.0%
d) Gained self-confidence	6.8%	8.2%	8.8%	10.2%	18.4%	14.3%	13.6%	10.2%	5.4%	4.1%
e) Improved my English conversation skills	4.3%	12.9%	15.0%	10.2%	17.7%	7.5%	10.9%	6.1%	4.8%	0.7%
f) Leant more about myself	9.0%	4.8%	12.4%	13.1%	15.2%	11.7%	11.0%	12.4%	7.6%	2.8%
g) Boosted knowledge for entrance examinations	0.0%	0.0%	1.4%	1.4%	0.7%	4.1%	4.1%	11.5%	12.2%	64.9%
h) Made friends in New Zealand	21.9%	14.4%	10.3%	9.6%	4.1%	4.8%	8.9%	6.8%	12.3%	6.8%
i) Learnt more about Japanese culture	2.0%	7.5%	8.8%	8.8%	9.5%	7.5%	15.0%	16.3%	18.4%	6.1%
j) Gained familiarity with different culture	7.4%	12.8%	9.5%	16.9%	14.2%	13.5%	8.1%	10.1%	3.4%	4.1%

It was interesting to see the results of post-departure Q3; two answer choices were clearly ranked as the top achievements, namely (a) and (h); and another answer choice was also ranked highly (c).

Firstly, 25.3% of students ranked answer choice (a), 'Learnt about New Zealand culture', as a top achievement during their stay in New Zealand. Another 38.2% of students ranked (a) as second or third in their answer choice, thus more than half of the participants felt that they had learnt about New Zealand culture and that this was one of their major achievements in participating in the DHS short-term programme.

Secondly, 21.9% of students ranked answer choice (h), 'Made friends in New Zealand', as their top-ranking achievement. Another 24.7% of students ranked (h) as second or third in their answer choice; this means that almost half of the participants made friends while they were in New Zealand and considered this to be an important outcome of their stay.

Thirdly, 21.8% of students ranked answer choice (c), 'Improved my English listening skills', as a strong second top-ranking achievement. Another 25.8% students ranked (c) as either first (13.6%) or third (12.2%), indicating that these students felt that their English listening skills had improved considerably as a result of the programme.

On the other hand, the lowest ranked achievements were the answer choices (g), (b), and (i). It was noticeable that 64.9% of students ranked 10 (achieved the least) in the answer choice (g), 'Boosted knowledge for entrance examination'. In addition, another 23.7% of students ranked (g) as a low-ranking achievement (eighth or ninth) in their answer choice.

Therefore, it is clear that most of the participants did not feel that their experience boosted their entrance examination skills while they were in New Zealand.

The second lowest ranked achievement was answer choice (b), 'Improved my English writing skills'. 32.7% of students ranked answer choice (b) as ninth, and another 23.1% of students ranked (b) as eighth or tenth. This percentage shows that, overall, just over half of the participants did not feel that they improved their English writing skills while they were in New Zealand.

Lastly, a large percentage of students also indicated that answer choice (i), 'Learnt more about Japanese culture', was among the least achieved. A total of 40.8% of students ranked (i) in eighth to tenth place.

So, to summarise, these results clearly show that students, despite their initial expectations to first and foremost improve their English conversation and listening skills while on the DHS short-term programme, in fact, after finishing the short-term programme, they felt that their major achievements were indeed improving their listening skills, but also learning more about New Zealand culture – their top ranking achievement from the results above - and also making new friends in New Zealand. Neither of the last two were strongly expected outcomes of their overseas experience.

(b) The Three Key Categories of the Benefits of Short-term Study Abroad Programmes

In order to more closely analyse these results, I created a table (Table 16) with the answer choices, along with their mean rankings, divided up into three key categories of the benefits of short-term study abroad programmes established in the literature

review, as was done with the pre-survey results (see p 54-58). The data was calculated from the values in Table 15.

Table 16: The Results of Post -departure Q3 Categorised into the Three Key Benefits of Short-term Study Abroad

The 3 Key Categories	Choice of Answers		Ranking mean
<i>Category One</i> Second language acquisition	b	Improved my English writing skills	7.4
	c	Improved my English listening skills	4.05
	e	Improved my English conversation skills	4.34
	g	Boosted knowledge for entrance examinations	9.15
<i>Category Two</i> Intercultural competence	a	Learnt about New Zealand culture	3.33
	h	Made friends in New Zealand ¹⁰⁵	4.65
	i	Leant more about Japanese culture	6.33
<i>Category Three</i> Personal development	d	Increased self-confidence	5.34
	f	Learnt more about myself	5.26
	h	Made friends in New Zealand	4.65
	j	Gained familiarity with different cultures	4.89

Post-Q3: Focus on Second Language Acquisition (Category One)

From the results in Table 15, it is clear that, in Category one, many students felt that the best achievement during their experience was an improvement in their English listening skills; while fewer students felt they improved their English conversation skills. The Japanese students' expectation prior to coming to New Zealand was that they would improve both conversation and listening skills, however, when analysing the results of the students after the programme, over 30% put it in the top three ranking, over 40% in the top four and just about 60% put it in the top five in terms of level of achievement. Although it seems that, overall, the figures were lower than the pre-survey results, i.e. their sense of achievement was considerably down overall on

their expectations prior to coming to New Zealand, clearly a fairly large number of the students felt that they had improved quite significantly, whereas others did not.

From this study and previous studies by Kimura (2011), findings do indicate that exposure to English in an English-speaking country has a more positive effect on their English language acquisition than they would have, being exposed to English in Japan.

Students did not feel that they improved their English writing skills while they were on the programme; however, this was not a high expectation prior to their participation in the programme, as it was made clear to the students that the DHS short-term programme was not an intensive English study programme. Similarly, Japanese students did not feel that the experience helped to raise their high school and university entrance examination scores; again, this was not a high expectation, as indicated in the pre-departure survey.

Post-departure Q3: Focus on Intercultural Competence (Category Two)

Most students (82.2%) ranked (a), 'Learnt about New Zealand culture', between one and five in terms of achievement (the average ranking was 3.33). This result indicates that students felt that they had learnt about New Zealand culture while they were in New Zealand. In the pre-survey, the average ranking was 3.58, so it would seem that the students' expectations were met which may be as a result of their interactions with students and staff at DHS and the experience of living with host families.

Japanese students also ranked (h), 'Made friends in New Zealand', rather highly 21.9% ranked this as one (achieved most). Over a third ranked this one or two (36.3%) in terms of achievement as opposed to only 8.5% for the first or second priority in the pre-departure survey; 46.6% ranked it in the one, two or three achievement level in the post-departure survey, as opposed to only 13.7% in the pre-departure survey. So there is a huge difference here. Clearly, Japanese students did not perceive 'To make friends in New Zealand' as a high priority prior to their departure. However, 'Made friends in New Zealand' became a major highlight of the programme for many Japanese students. Asaoka and Yano's (2009) study also found that 14.8% students indicated that they had made non-Japanese friends.

Japanese students interacted meaningfully with New Zealand students at DHS and were therefore able to establish friendships. The Japanese students' assumption was that they could not imagine the opportunities they would have to interact with New Zealand students during the programme, and it was therefore not their expectation prior to coming to New Zealand. However, it was clear that this was a meaningful benefit of the short-term study abroad programme.

Learning more about Japanese culture was ranked as a low priority in the pre-departure survey. Similarly, in the post-departure survey, only 2% of students ranked this answer choice (i) as level one (achieved most). However, when you add this to the percentage of students who ranked this as two or three, the total is 18.3%. This seems like a low percentage but, compared to the total of 6.6% for ranking from one to three in the pre-departure survey, this shows that a considerable number of students realised, against their expectations, that by sharing their Japanese culture with their New Zealand peers, they had learnt more about their own culture.

As mentioned in the section 'Pre-departure Q3: Focus on Intercultural Competence (Category two)' (see p.84), it was clear that most of the participants in the DHS short-term programme did not expect to learn about Japanese culture while they were in New Zealand. However, by preparing for and introducing their prepared presentation on Japanese culture to their New Zealand host family and DHS students, Japanese students did learn more about their own culture, despite some students (18.3%) not expecting this outcome. Not much research has been undertaken in this area; however, because of Liddicoat's theory of intercultural pedagogy (see Figure 2), I made an assumption that, by having to share their own culture and interacting with New Zealanders, they would learn not only about the other culture, but also their own.

Post-departure Q3: Focus on Personal Development (Category Three)

32.7% of students ranked (d), 'Gained self-confidence' between five and six in terms of achievement (the average ranking was 5.34). Although this was a middle range ranking in terms of the achievement, it was interesting to see that the same percentage of students (32.7%) ranked this expectation five or six in their pre-departure survey. When compared to Asaoka and Yano (2009), my survey results show a similar pattern. Their data showed that 11.9% of students expected 'self discovery' from their study abroad experience (see Table 10). As well as this, 10.2% students indicated that they 'gained self-esteem' from their experience. Asaoka and Yano's survey participants are university students, therefore they were confident already and the study abroad trip did not significantly increase that. I would suggest that my results percentage is three times higher than their results because the pupils in my study were younger and this new experience for most of them contributed greatly to their growing confidence at a stage in their life when they are maturing.

This is an interesting result as my research, 38 students (26.2%) out of 145¹⁰⁶ ranked answer choice (f), 'Learnt more about myself', as one, two or three. Prior to the programme, the majority of students did not expect to understand themselves more through their overseas experiences (only 7.8% rated this between one to three in terms of priority in the pre-departure survey); however, after the programme, the rankings showed an increased level of achievement compared to expectation. Sindt and Pachmayer (2007) pointed out in their study that students gained a greater sense of self after their experience of short-term study abroad.¹⁰⁷ This is a positive benefit from a short-term study abroad programme which is not widely recognised among students and parents. It would be helpful if this benefit was highlighted by the programme organisers in order to a) encourage students to sign up for this programme and b) make them aware of the many different positive effects, not only linguistic, that study abroad brings. That way, if students and parents were disappointed that great linguistic progress had not been made during the programme, they would be aware that other benefits had nevertheless been achieved.

For my post-departure survey, the rating of answer choice (j), 'Gained familiarity with different cultures', was evenly spread, meaning that it was viewed as neither a great achievement nor a non-achieved benefit. (See Table 15) Although there was no definite bias in this answer choice, prior to the DHS short-term programme, 20.9% rated this between eight and 10 (least priority) and, after their experience of the programme, 17.6% rated (j) between eight and 10 (achieve least) in their post-departure survey, which showed that some students felt they gained more familiarity

106 The total number of responses to the pre-departure survey was 145, however three students did not respond to post-Q3 answer choice (f). Therefore, the total number of valid responses was 145 for post-departure Q3 answer choice (f).

107 Percentage data was not provided.

with the different culture than they expected. Sindt and Pachmayer (2007) also mentioned in their study that students recognised that they had broadened their own global awareness as well as learning to be open to other cultures after the short-term study abroad programme. But here again, Sindt and Pachmayer gave no percentage values for their results so a fuller comparison with my results cannot be made.

These results show that personal development, including developing self-confidence and self-understanding, and making friends, ranked higher as recognised achievements than as expected outcomes prior to the students coming to New Zealand. In my observation, Japanese students enjoyed interacting with DHS students when they visited the school. Japanese students did not envisage getting along with New Zealand students prior to their departure but, after their experience, they did make good connections with New Zealand students of their own age.

Overall, a comparison of the pre- and post-departure Q3 results showed that Japanese students, before their departure, expected to improve their English conversation and listening skills. However, post-departure Q3 results indicate that, although their listening skills improved, the same outcome was not true for their conversation skills. Yoshida and Koderia (2009) also pointed out in their study that their students became better at their English listening skills after the short-term programme.¹⁰⁸ Although the purpose of my study was not to examine Japanese students' English listening skill acquisition, it was evident from the results that they felt their English listening skills had improved after their experience in the DHS short-term study abroad programme.

¹⁰⁸ Yoshida and Koderia (2009) p.117: The average of the English listening test score was 15.6 points higher after the 2 week short-term study abroad programme.

As well as their listening skills improving, Japanese students also felt that they had developed personally from the experience and had learnt more not only about the New Zealand culture, but also their own – a factor in this development was the opportunity to live with a New Zealand family and participate in the DHS school programme.

One of the lowest expectations prior to the programme was making friends in New Zealand, however, in reality, students did, indeed, make New Zealand friends – to the extent that a considerable number ranked this their top achievement in the post-departure Q3, with almost 50% ranking it among the top 3 in terms of achievements. In their study Dwyer and Peters (2004)¹⁰⁹ quoted one participant's comment that she is still very close to an American friend she met abroad 10 years ago. In my observation of students on the DHS programme, I was often impressed by the long-lasting and regular contact the DHS students kept with their Japanese guests through social media. The establishment of a good friendship relationship between New Zealand and Japan is an excellent outcome of the DHS short-term programme.

Analysis of Pre-departure Survey: Question 4

Pre-departure Q4

What do you think your host family's home will be like? e.g. people, pets, house, cleanliness, etc

There were 132 responses for pre-departure Q4; of these, 22 students did not respond to this question, and 4 students commented 'nothing'.

¹⁰⁹ www.transitionsabroad.com/publications/magazine/0403/benefit_study_abroad.shtml (Accessed: 19 October 2013)

Pre-departure Q4 was an open question to obtain qualitative data from participants in the DHS short-term programmes about their expectations of their host families.

My assumption was that students might make comments more freely; however, because the survey question suggested aspects which they might comment on 'eg people, pets, house, cleanliness', the majority of students commented only on those specific topics. Students may have commented more widely if they had not been prompted in this way.

Generally speaking, DHS provided the Japanese participants with basic information about the host family - name, address, family members - about two weeks before their departure. However, because the participating Japanese schools had a free choice in when to conduct the pre-departure survey, I did not know whether participants had received knowledge of their host family before they took that survey. I believe that this had a large impact on the responses to pre-departure Q4. Some students may have made comments based not only the information provided by DHS, but also on information from former participants who had also stayed with those same families. It is therefore unclear whether the students' comments were based purely on their idea of host families or on factual information that they had already received

Notwithstanding this weakness in the survey process, it is interesting to note that common comments about the students' expectations of their host family were that they would be 'gentle people' (28.9%), living in a 'big house' (45%), and 'they have many pets'(43.4%).

I have summarised their comments under three different themes about 1) the host family, 2) the host family's house and cleanliness and 3) pets. I calculated the percentage of the frequency and the comments are listed in order of frequency. Multiple comments were accepted and the results follow. (Tables 17, 18 and 19):

Table 17: Summary of Students' Comments in Pre-departure Q4 (Comments About Expectations of Host family)

Comments about host family	The number of students who made similar comments ¹¹⁰	Percentage of the comments here related to the host family
Gentle	37	28.9%
Cheerful	17	13.28%
Warm-hearted	14	10.93%
Funny	12	9.37%
Friendly	11	8.59%
Lively	7	5.46%
Kind	6	4.68%
Easy going	5	3.9%
Nice	5	3.9%
They have many children	4	3.12%
Other comments* Calm/ Caring/ Generous/ Get on well with all family/ Grandparents sit on the rocking chairs and grandmother is knitting/ Happy family/ Interested in different cultures/ Look after me well/ They had many Japanese students before so they are used to having a student/ Rich family	1 (one comment each)	0.78%

*Other general comments by individual not include elsewhere in other categorise above

¹¹⁰ Multiple answers accepted.

Table 18: Summary of Students' Comments in Pre-departure Q4 (Comments About Expectations Host family's House and Cleanliness)

Comments about host family's house and cleanliness	The number of students who made similar comments ¹¹¹	Percentage of the comments here related to the host family's house and cleanliness
Big house	18	45%
Clean house	7	17.5%
Beautiful house	4	10%
Big garden	2	5%
Other comments* One-storey house/ Two-storey house/ Flowers in their garden/ Not new house / Comfortable house/ They have a fire/ Tidy house/ Untidy house/ Farm house	1(one comment each)	0.78%
Total	40	100%

*Other general comments by individual not include elsewhere in other categorise above

Table 19: Summary of Students' Comments in Pre-departure Q4 (Comments About Expectation of Host family's Animals/Pets)

Comments about host family's animals/pets	The number of students who made similar comments ¹¹²	Percentage of the comments here related to the host family's animals/pets
Host family has many pets	10	43.4%
Host family has cat/cats	5	21.7%
Host family has a horse	3	13%
Host family has a dog/dogs	2	8.69%
Other comments* There would be animal hair inside the house but host family would not care about it/ Host family has sheep/ Host family has a sheep dog	1(one comment each)	0.78%
Total	23	100%

*Other general comments by individual not include elsewhere in other categorise above

¹¹¹ Multiple answers accepted.

¹¹² Multiple answers accepted.

As students' comments show, they have very positive expectations of their host families. I think this is because of the reputation of DHS's short-term programme and the very long-established relationship with the four groups (Kagoshima Junshin Girl's High School, Setagaya Gakuen, Yubetsu town and Akitakata city). Because of this good history with the schools, students and teachers who had previously participated in the short-term programmes are very likely to have shared their positive home stay experiences with the junior students. My assumption is that the liaison person would have talked positively about home stays and host families from previous experiences too. Being part of a host family is a major part of the DHS short term programme, and so families are carefully selected to ensure students not only have a positive experience with the family, but also that they have the opportunity to learn first-hand about New Zealand culture and language. Generally, it is also my assumption that these programmes are promoted with 'home stay' elements as a way to encourage Japanese students to participate in short- term programmes.

Analysis of Post- departure Survey: Question 4

Post-departure Q4-1

Did you think your host family were different from your initial expectation?

Yes or No

Post-departure Q4-2

If you answered Yes, how did they differ from your expectation?

Below is a comparison of the results of pre-departure and post-departure Q4. In total, there were 148 responses to the post-departure question:

Table 20: The Results of Post-departure Q4-1

Yes, the experience was different to my initial expectation	62	41.8%
No, the experience fitted my expectation	86	58.2%
Total	148	100%

It is interesting that, although slightly more than half the students (58.2%) noted that their initial expectation of their host family was met; a high percentage of students (41.8%) expressed that their experience was different to their expectations.

Students' answers to post-departure Q4-2 clarified why their experience with the host family differed from their expectation; 62 students responded. In general students' found their experience better than their expectation.

The majority of comments were that host families were very friendly, and nicer people than they had imagined. Some of the students thought that the host families would be more "scary", but they learnt that the host family were actually the opposite. For example one student wrote, *"At first I thought the host family were scary, I was nervous, but they were very nice people to me"*. In general, from the students' comments, it is clear that, despite their comments in their pre-departure Q4, they were still initially very nervous about staying with host families, but as they began to establish relationships with the families, they realised that the families were approachable, hospitable and students felt comfortable; much to the students' relief. For example students wrote: *"My host family talked to me, even though they did not speak Japanese"*, *"They included me like a real member of the family"*, *"They were too nice to me, I do not want to go home"*.

There were a few comments about the accuracy or absence of information about host family members, e.g. “*There was a host brother I did not know about*” and “*My host family was younger/older*”. Three students noted with surprise, that their “*Host family speaks Japanese*”.

Only one student commented that “*I did not feel welcome by my host family*”. Some other comments related to the lack of upkeep of homes and vehicles.

Largely, in general, however, the Japanese students made very positive comments about their host families and I think this is a great credit to the DHS programme. However, a very small percentage of students were not happy about the inaccurate information given about their host family, and not feeling welcome.

According to Taura et al (2009)’s post-departure survey found, most university students felt that using English to communicate with their host family enabled them to understand more about New Zealand culture; however, in my survey Q4-2 specifically, none of the students referred directly to learning about New Zealand culture, but refer to learning about and engaging with the families, which innately refers to culture. As in line with the argument expressed on page 37, referring to the findings of Liddicoat (2008), (see Figure 2),¹¹³ pointed out, however, as part of the process of learning intercultural competence, students have noticed something different of the target culture from their own culture. Students have the opportunity to compare their actual experiences with their pre-image of what their host families should be like. As they interact, they notice that their perceptions and expectations were different to their original image; on the whole they noticed that their actual

¹¹³ Liddicoat. 2008. p. 284

experience was better. This in itself counts as a form of intercultural competence growth, although the students being young and unused to this sort of vocabulary and concept did not articulate their experience in the precise terms.

Analysis of Pre- and Post-departure Survey: Question 5

Pre-departure Q5

Rate your English language skill from 1 (fully confident) to 5 (not confident). How confident are you that you can express yourself to your host family in English for the following activities?

Post –departure Q5

Are you confident you could now perform the following tasks in English with your host family?

- a) Introduce yourself (eg name, hobbies, family)
- b) Ask them to do your washing
- c) Ask them to let you phone home to Japan
- d) Tell them the shower was too cold
- e) Invite them to play cards
- f) Ask them to take you shopping
- g) Tell them you have a stomach ache
- h) Ask them to take a photo together with you
- i) Tell them dinner was nice
- j) Announce your return home and tell them you have had a good day

Pre- and post-departure survey Q5 were formulated so as to obtain quantitative data to be able to compare students' level of confidence in their English conversation before and after their overseas study, I explored in the pre-departure and post-departure Q5. In both surveys, the students were given the same list of 10 English phrases and they were asked to indicate how confident they felt to be able to communicate those concepts in English to their host families. There were 154

respondents in pre-departure Q5 and 148 respondents in post-departure Q5. All 10 phrase both pre- and post had been rated by 154 and 148 students respectively.

Below are the pre-departure and post-departure Q5, and the pre-departure Q5 result which shows the percentage and actual number of the students in parenthesis. The highest percentage was emboldened for clarity. (See Table 21):

Table 21: The Results of Pre-departure Survey Question 5

Rating Answer Choice	1 Fully confident	2	3	4	5 Not confident
a) Introduce yourself.	24.0% (37)	40.9% (63)	24.0% (37)	7.8% (12)	3.2% (5)
b) Ask them to do your washing.	14.9% (23)	20.1% (31)	30.5% (47)	24.0% (37)	10.4% (16)
c) Ask them to let you phone home to Japan.	11.7% (18)	18.8% (29)	31.2% (48)	26.6% (41)	11.7% (18)
d) Tell them the shower was too cold.	7.1% (11)	17.5% (27)	24.7% (38)	32.5% (50)	18.2% (28)
e) Invite them to play cards.	27.3% (42)	22.7% (35)	24.7% (38)	17.5% (27)	7.8% (12)
f) Ask them to take you shopping.	18.2% (28)	26.6% (41)	28.6% (44)	23.4% (36)	3.2% (5)
g) Tell them you have a stomach ache.	29.9% (46)	24.7% (38)	25.3% (39)	16.9% (26)	3.2% (5)
h) Ask them to take a photo together with you.	18.8% (29)	28.6% (44)	26.0% (40)	17.5% (27)	9.1% (14)
i) Tell them dinner was nice	35.7% (55)	35.1% (54)	16.2% (25)	9.1% (14)	3.9% (6)
j) Announce your return home and tell them you have had a good day.	22.1% (34)	23.4% (36)	34.4% (53)	13.6% (21)	6.5% (10)

Briefly, from my analysis of the pre-departure Q5, it is clear that students would find it easier to talk to their host families in English about general things such as telling them about themselves (a), inviting them to play cards (e), taking photos with the host family (h), and, complimenting their hosts on the dinner (i).

On the other hand, however, students would find it rather difficult to make requests of their host family, such as, asking them to do the washing (b), ask them to take them shopping (f), ask if they could phone home to Japan (c). Moreover, Japanese students showed the least confidence in their ability to complain, as shown by the ranking of comment (d) as noted in Table 21, students rated (d) as 'four', 'tell them the shower was too cold'. It was encouraging to see that students would feel confident to tell their host family that they are un-well (g), which means that students would feel confident to ask for help about their well-being. An interesting finding was that students would not feel confident to announce their return home (j).

Japanese students, in the results of pre-departure Q5 indicate that the students would feel far more confident in general day-to-day phrases, but would feel less confident making requests and complaining. I assume that the reason for this is not necessarily about their English ability, although this may be part of it, but it is more about the Japanese cultural sensitivity to ask people, other than their own family, to go out of their way for them. In the Ethnorelative Stage, shown in Appendices 3 and 4, it is in the adaption stage where students develop the skills to be able to understand and be understood across cultural boundaries. In this study, the students did not know their host families prior to their departure, hence their clear expression in the survey about their lack of confidence in certain situations. Post-departure Q5 results (Table 22) as follows.

Table 22: The Results of Post-departure Survey Question 5

Rating Answer Choice	1 Fully confident	2	3	4	5 Not Confident
a) Introduce yourself.	64.2% (95)	23.6% (35)	6.8% (10)	4.7% (7)	0.7% (1)
b) Ask them to do your washing.	44.6% (66)	25.0% (37)	16.9% (25)	9.5% (14)	4.1% (6)
c) Ask them to let you phone home to Japan.	31.1% (46)	28.4% (42)	20.9% (31)	15.5% (23)	4.1% (6)
d) Tell them the shower was too cold.	29.1% (43)	20.9% (31)	28.4% (42)	16.9% (25)	4.7% (7)
e) Invite them to play cards.	52.0% (77)	25.0% (37)	15.5% (23)	6.8% (10)	0.7% (1)
f) Ask them to take you shopping.	46.6% (69)	31.1% (46)	15.5% (23)	4.7% (7)	2.0% (3)
g) Tell them you have a stomach ache.	44.6% (66)	27.0% (40)	18.2% (27)	7.4% (11)	2.7% (4)
h) Ask them to take a photo together with you.	51.4% (76)	25.0% (37)	14.9% (22)	6.8% (10)	2.0% (3)
i) Tell them dinner was nice	67.6% (100)	23.0% (34)	6.8% (10)	2.0% (3)	0.7% (1)
j) Announce your return home and tell them you have had a good day.	52.7% (78)	29.1% (43)	13.5% (20)	4.1% (6)	0.7% (1)

Interestingly, it was heartening to see that after their experience in the DHS short term programme, the students' post-departure Q5 survey results showed variations to a clear difference to their pre-departure Q5 answers in terms of their linguistic confidence. Whereas before their visit to New Zealand students felt it would be

difficult to request or complain; however, in their post-departure Q5, after even a short stay in New Zealand, it is evident that students were more confident in these areas. Indeed, the highest percentage rating for each of the 10 questions was one (fully confident).

More than half of the participants rated one in phrases (a) Introduce yourself, (e) Invite them to play cards, (h) Ask them to take a photo together with you, (i) Tell them dinner was nice; although there was a higher percentage of students rating at this level at post-departure Q5. Also rated one in the post-departure Q5, was, (j) Announce your return home and tell them you have had a good day; a very different picture to pre-departure Q5 as discussed above, where students showed a reluctance; as well as requests (b), ask them to do washing, (c) ask to phone home to Japan, (f) ask them to take you shopping, and complaints, (d) tell them the shower was too cold.

It is clear from the survey results for pre-departure Q5, and post-departure Q5 that while students were living with their host families, they gained confidence overall. Even those areas which are commonly culturally sensitive, students felt more comfortable to express themselves. This indicates that these students, although host-families might try to make them feel welcome, and students feel comfortable with day-to-day conversation, they still felt uncomfortable requesting and complaining, although they may have felt confident with regular conversations.

To be able to express themselves, students would need to learn at least the basic phrases; however as they begin to feel more comfortable around their host families, students may feel more confident to learn and try out more phrases.

As discussed in chapter two, the literature review, Cubillos et al. (2008) found that students who participated in overseas programmes demonstrated more confidence in interacting in the target language, than those who did not.

Moreover, as indicated in the survey answers, the Japanese students in the DHS short-term programme gained confidence – not only in acquiring more phrases to express themselves, but also in self-confidence and an understanding of the way New Zealand families interact and communicate with each other.

Language cannot be effectively learnt on its own – but is integrated with other aspects such as culture; as Liddicoat (2008) highlighted with his idea of intercultural pedagogy in language education. He argued that language and culture are fundamentally integrated, therefore when people learn the second language they need to develop intercultural abilities.

In summary the DHS short-term programme, even though it does not provide intensive English classes, it certainly gives students an opportunity to gain confidence to express those 10 sentences themselves in English in a range of situations, some of which demand understanding of cultural issues as well as simple linguistic communicative ability; and maybe even gain more general communication skills with their host families.

Analysis of Pre- and Post-departure Survey: Question 6-1

Pre-departure Q6-1

Which of the following activities are you looking forward to most? Please rate them from 1 (looking forward to most) to 10 (looking forward to least).

- | | |
|-----------------------------|-------------------------|
| a) School lesson | b) Jet boating |
| c) Farm visit | d) Maori culture lesson |
| e) Shopping in Christchurch | f) Outdoor activities |
| g) Japanese lessons | h) Time with buddies |
| i) ESOL lessons | j) Seeing kiwi |

Pre-departure Q6-1 was framed to determine what activities students were looking forward to most on the DHS short-term programme, and on departure, post-departure Q6-1 asked the participants to rank the activities they had done while they were on the programme in terms of their enjoyment value.

Below are the pre-departure Q6-1, and their results which show the percentage and actual number of the students in parenthesis. The highest percentage was emboldened for clarity, (Tables 23 and 24).

The mean was also calculated for each activity to compare the students' expectations to their actual experiences. The mean in both pre- and post-departure Q6 is relatively average – not showing a distinct preference (See Table 25).

Students who wanted to add other activities, which were not on the list, could add these in pre- and post-departure Q6-2.

Table 23: The Results of Pre-departure Survey Question 6-1

Ranking Activities	1 Looking forward to most	2	3	4	5	6	7	8	9	10 Looking forward to least
a) School lessons	9.7% (15)	21.4% (33)	12.3% (19)	9.1% (14)	8.4% (13)	9.7% (15)	11.0% (17)	9.7% (15)	6.5% (10)	2.0% (3)
b) Jet boating	9.9% (15)	12.6% (19)	15.9% (24)	11.9% (18)	9.3% (14)	8.0% (12)	6.6% (10)	7.3% (11)	6.0% (9)	12.6% (19)
c) Farm visit	5.8% (9)	6.5% (10)	14.9% (23)	11.0% (17)	10.4% (16)	14.2% (22)	11.7% (18)	12.3% (19)	7.8% (12)	5.1% (8)
d) Maori culture lesson	1.3% (2)	7.8% (12)	4.6% (7)	12.3% (19)	12.3% (19)	14.9% (23)	13.0% (20)	11.0% (17)	11.7% (18)	11.0% (17)
e) Shopping in Christchurch	16.2% (25)	14.3% (22)	11.7% (18)	7.1% (11)	13.6% (21)	8.4% (13)	5.8% (9)	9.1% (14)	7.8% (12)	5.8% (9)
f) Outdoor activities	9.7% (15)	19.5% (30)	7.8% (12)	18.2% (28)	13.6% (21)	9.1% (14)	7.1% (11)	5.2% (8)	5.2% (8)	4.6% (7)
g) Japanese lessons	2.0% (3)	4.0% (6)	7.1% (11)	8.4% (13)	5.2% (8)	12.3% (19)	9.7% (15)	10.4% (16)	14.9% (23)	26.0% (40)
h) Time with buddies	41.0% (63)	7.8% (12)	15.6% (24)	9.7% (15)	9.1% (14)	4.0% (6)	3.9% (6)	5.2% (8)	3.3% (5)	0.7% (1)
i) ESOL lessons	3.9% (6)	2.6% (4)	5.2% (8)	5.2% (8)	9.7% (15)	8.4% (13)	16.2% (25)	13.0% (20)	18.2% (28)	17.5% (27)
j) Seeing kiwi	4.6% (7)	5.2% (8)	5.8% (9)	7.1% (11)	8.4% (13)	10.4% (16)	14.3% (22)	16.2% (25)	16.2% (25)	11.7% (18)

Table 24: The Results of Post-departure Survey Question 6-1

Ranking Activities	1 Most enjoyable	2	3	4	5	6	7	8	9	10 Least enjoyable
a) school lessons	10.8% (16)	12.8% (19)	12.2% (18)	11.5% (17)	13.5% (20)	8.8% (13)	14.2% (21)	11.5% (17)	2.7% (4)	2.0% (3)
b) Jet boating ¹¹⁴	31.7% (38)	19.2% (23)	14.2% (17)	2.5% (3)	5.0% (6)	1.7% (2)	0.0% (0)	1.7% (2)	7.5% (9)	16.7% (20)
c) Farm visit	1.4% (2)	11.0% (16)	11.7% (17)	14.5% (21)	15.2% (22)	11.0% (16)	17.2% (25)	9.7% (14)	6.2% (9)	2.1% (3)
d) Maori culture lesson	8.8% (13)	8.8% (13)	11.5% (17)	15.5% (23)	11.5% (17)	7.4% (11)	10.1% (15)	11.5% (17)	11.5% (17)	3.4% (5)
e) Shopping in Christchurch	20.7% (30)	21.4% (31)	11.0% (16)	11.7% (17)	10.3% (15)	10.3% (15)	6.9% (10)	4.8% (7)	2.1% (3)	0.7% (1)
f) Outdoor activities	7.6% (11)	11.7% (17)	19.3% (28)	13.8% (20)	11.7% (17)	14.5% (21)	8.3% (12)	6.9% (10)	4.8% (7)	1.4% (2)
g) Japanese lessons	6.2% (9)	6.9% (10)	7.6% (11)	13.1% (19)	13.1% (19)	17.2% (25)	10.3% (15)	15.2% (22)	7.6% (11)	6.2% (9)
h) Time with buddies	18.4% (27)	11.6% (17)	10.9% (16)	12.2% (18)	12.9% (19)	12.9% (19)	6.8% (10)	6.1% (9)	7.5% (11)	0.7% (1)
i) ESOL lessons	2.2% (3)	0.7% (1)	5.1% (7)	2.9% (4)	4.4% (6)	6.6% (9)	19.7% (27)	21.2% (29)	16.8% (23)	20.4% (28)
j) Seeing kiwi ¹¹⁵	0.8% (1)	2.4% (3)	1.6% (2)	4.0% (5)	5.6% (7)	9.6% (12)	7.2% (9)	11.2% (14)	24.0% (30)	33.6% (42)

¹¹⁴ Jet Boat was cancelled for Kagoshima students (2011); therefore the total respond on this activity was 120.

¹¹⁵ Some tour groups did not have this activity therefore total respondents of this activity were 125.

Table 25: Average Ranking for Each Activity

	The result of pre-Q6 / Average rank* (Activities student's mostly looked forward to)	The result of post-Q6 Average rank** (Activities which students ranked most enjoyable)
a) School lesson	4	5
b) Jet boating	4	4
c) Farm visit	5	5
d) Maori culture lesson	5	5
e) Shopping in Christchurch	5	4
f) Outdoor activities	4	4
g) Japanese lesson	6	5
h) Time with buddies	4	5
i) ESOL lessons	6	7
j) Seeing kiwi birds	6	7

*Pre-departure Q6-1rank from 1 (looking forward to most) to 10 (looking forward to least).

** Post-departure Q6-1rank from 1 (most enjoyable) to 10 (least enjoyable)

The average ranking does not show large difference between students' expectations and their actual experiences. It was quite clear that (i)ESOL lessons and (j) seeing kiwi birds was not high on the students' rankings both at pre and post departure. My assumption is that Japanese students may have already had prior knowledge about those activities before their departure, from discussions with students and teachers who had already been on DHS short-term programmes in previous years.

In the list of those 10 activities, there were five activities that were held within DHS's normal school programme such as, (a) school lesson¹¹⁶, (d) Maori culture lesson¹¹⁷, (g) Japanese lesson¹¹⁸, (h) time with buddies¹¹⁹, (i) ESOL lessons¹²⁰.

¹¹⁶ DHS organises a class such as New Zealand geography for a short-term programme, taught by a New Zealand teacher.

¹¹⁷ A Maori teacher took one or two lessons for a group of Japanese students, usually students learn some Maori culture aspects, such as Poi, greetings, and Maori songs.

Analysing inside school activities in pre-departure Q6, we note that 21.4% students ranked (a) 'school lesson', a two, and 40.9% students ranked (h) 'time with buddies' a one. However, once students had participated on the programme, 14.2% seven in (a) 'school lesson' and 18.4% students still ranked (h) 'time with buddies' one. In my observation, however, sometimes, Japanese students commented when they visited a regular class with buddies "*I did not understand the lessons in English*". It might be one of the reasons activities (a) and (h) had been ranked lower. It would have been valuable to add another survey question to determine the Japanese students' interaction with 'buddies' both in and outside of the classroom.

Another interesting outcome was that students ranked (g) Japanese lessons a low 10 (26%) in pre-departure Q6, but 17.2% students ranked this a six in post-departure Q6. In my observations, Japanese students actively participated during lessons and had an opportunity to interact with DHS students studying Japanese in a Japanese class as the lessons were in Japanese and therefore easily understood. It is interesting that students, post-departure expressed that they enjoyed the Japanese class more than they did the regular classes. This might be because they were able to understand the Japanese lesson better and could be more involved as they were able to express themselves in Japanese; rather than just being an 'observer' in a regular class.

118 Groups of Japanese students visit a regular DHS Japanese class which DHS students are learning Japanese. Sometimes, the group of students have already prepared to share their culture with DHS students, and during the class, they can show some of aspects of the Japanese culture with DHS students. A group of Japanese students who did not prepare anything for DHS, I organised some activities enable both DHS and Japanese visiting students.

119 Japanese students visit a DHS regular class which their buddy students are taken and Japanese students spend time with their buddies at lunch time.

120 DHS organises an English lesson for a Japanese group taught by a New Zealand teacher. ESOL (English for Speaker of Other Languages) teacher organises a lesson, such as teaching more commonly used words and phrases, used in New Zealand.

The other five activities were extramural activities such as, (b) jet boating, (c) farm visit, (e) shopping in Christchurch, (f) outdoor activities, and (j) seeing kiwi birds. Students ranked (b) jet boating, as the most enjoyable (31.7%). There was a difference in the students' expectation and actual experience. Regrettably, my survey did not ask the reasons of their ranking. It will be interesting to know the reasons for further study.

Analysis of Pre- and Post-departure Survey: Question 6-2

In Q6-2, students were given the opportunity to add other activities beside the list.

There were 139 students answered, 15 did not respond and 24 students commented "nothing".

The students were very forthcoming with their comments, and seemed to enjoy activities with their host families. The most frequent comment, of which 38 students (30 %) ¹²¹ commented that "*I am looking forward to spending time with my host family*", and, "*I am looking forward to tasting New Zealand food*" (11students, 8%). In their pre-departure Q6-2 comments, other students noted that they were looking forward to things such as: watching a rugby game, experiencing New Zealand nature, seeing sheep and animals, rock climbing, seeing Cathedral Square ¹²², and seeing Mt Cook, skiing, horse riding.

Some other comments related to New Zealand people, culture and speaking English. Students commented: "*I would like to know how New Zealand people think*", "*I do not*

¹²¹ Percentage was calculated with total valid responses 124, excluded 15 did not respond.

¹²² Survey was conducted 2010.

know whether my host family will like the Japanese souvenirs I got for them, but I am looking forward to seeing their reaction”, “I would like to have an experience different from American culture”, “English communication with DHS students”, “My challenge is to speak English every day”.

In post-departure Q6-2 students were asked to write what other activities they enjoyed that was not on the list; 129 students responded, and 19 students did not respond. 86 students (66%) commented on the wonderful time they had with their host family. *“I enjoyed spending time with host family,” “My host father took me to the river for fishing”, “Playing games with my host family.”* It is clear from the student comments that they had a good time with their host family. This is an important result as staying with a host-family is a significant part of their short-term study abroad programme.

Some students also commented about their English. *“I was happy because my host family understood my English,” “I could communicate with many people in English.”* Lastly, there were some comments about time with buddies, *“I enjoyed morning tea time and lunch with my buddies.”*

In summary, according to the results, the Japanese students were looking forward to spending time with, and interacting with their host families and buddies, which was confirmed in their experiences as many students made positive comments about their experiences. There were, however, a number of students who were not satisfied with the outcome; and this will require further investigation to ensure programme success. It is clear that time with the host family, and a good activity

programme is a very big part of the success of the programme for Japanese students.

Analysis of Pre- and Post-departure Survey: Question 7

Pre-departure Q7-1

Do you intend to tell New Zealand people about Japanese culture?
Yes or No

Pre-departure Q7-2

If you answered Yes, what aspects of Japanese culture are you intending to introduce them?

Pre-departure Q7-3

Why did you choose to explain this aspect?

Post-departure Q7-1

Did you tell New Zealanders about Japanese culture?
Yes or No

Post-departure Q7-2

If you answered Yes, what aspects of Japanese culture did you introduce to them?

Post-departure Q7-3

How successful do you think your efforts were to introduce Japanese culture to New Zealand people?

As discussed in Chapter four, *Designing the Surveys*, the inclusion of this survey question was in line with Willis' (1996) theories on language and culture learning, in which he suggests that 'task-based' learning activities create meaningful learning experiences. The task set for the students, although not compulsory, was to give a presentation on the basis of sharing Japanese culture with New Zealand students.

Initially my intention was to compare two groups in this section – students who were prepared to share their culture, with students who were not prepared to share aspects of their Japanese culture with New Zealand people. The result was that the majority of participants (79.1%) shared their culture with New Zealand people while they were on the programme and only 20.9% students did not. So I chose to focus on those who did take the opportunity. Some students noted that they realised how different their culture was to that of the New Zealand culture, although, as mentioned above, there were also some similarities; some realised they enjoyed communicating with New Zealand people even though they did not feel their English was good enough; another learning was that students found interacting with New Zealand people fun, albeit daunting initially, and some students noticed that it was important to share their culture to be able to learn about the other culture. Asaoka and Yano (2009) pointed out the participants in their study felt that they deepened their intercultural understanding by participating in short-term study aboard programmes.

Below are the pre- and post-departure Q7-1 results (Table 26), and (Table 27): 151 students answered the question and three students did not respond. 148 students answered in post-departure Q7-1.

Table 26: The Results of Pre-departure Survey Question 7-1

Yes , I intend to tell New Zealanders about Japanese culture.	89.9% (135)
No	10.6% (16)
Total responses	100% (151)

Table 27: The Results of Post-departure Survey Question 7-1

Yes , I shared my Japanese culture with New Zealand people	79.1% (117)
No	20.9% (31)
Total responses	100% (148)

In the pre-departure Q7-2 results 140 students answered the question, and 14 students did not respond. Japanese students chose various topics that they would share with New Zealanders. Food in Japan was the most popular topic (22%) and also their district (10 %) such as Kagoshima, Tokyo, Hiroshima and Yubetsu. Other topics ranged from Japanese fashion, festivals, life style in Japan, music, cartoons and animations, games, cell phones and so on. Reasons for choosing these topics were given in pre-departure Q7-3. 135 students responded and 19 students did not respond.

Essentially, there were four main reasons for choosing their topics: they liked the subject matter, *“Because I like it, so I would like talk about it to New Zealand people,”* they would teach their audience something new, *“Because I would like New Zealand people to know more about Japan because I think they do not know about Japan and traditional Japanese culture”*; it was an easy topic, *“Because it is easy topic to talk about; and once I have finished talking, then we can eat together with New Zealand people”* and also to show a contrast in the two cultures, *“Because I am also interested in the contrast in New Zealand culture.”*

In the post-departure survey, 79.1 % (140) Japanese students said that they had introduced Japanese culture to New Zealanders (post-departure Q7-1), 14 students

did not respond. Generally students kept to the same topics they chose in the pre-departure survey.

However, the main part of this question was about post-departure Q7-3; I wanted to find out how students felt they had fared in their presentations. 103 students (69.5%) responded to this question and 45 did not respond.

Some students made very interesting reflections about their presentations: *“I did not know about New Zealand culture, but also, New Zealand people did not know much about Japanese culture” “I was surprised to see the differences between Japan and New Zealand” “I was so happy that New Zealand people understood my English even though my vocabulary was not great” “New Zealand people were interested when I was talking about my culture; it was so nice” “It was so much fun to teach them about my culture and learn a different culture” “If my English is not good enough, I can still communicate using body language” “My English was not good enough to explain some of the aspects of my culture” “I also did not know about Japanese culture” “I realised I am in a different country and that I like Japan”*

These reflections show a clear trend in the students’ social and self-development, their language skills development, and cultural awareness.

Liddicoat (2008) also pointed out that intercultural language teaching and learning is the ideal for students to learn the target language. The ultimate goal of language teaching is to be able to communicate in the target language. Communication is not just the language itself - language is strongly bonded with culture; therefore if learners have not learned the culture of the target language, they are not equipped

to communicate in that language. My survey results appear to support Liddicoat's findings, as interacting with New Zealand students and sharing with them their Japanese culture, and vice-versa, has given Japanese students on these programmes the opportunity to learn more in terms of studying English, than merely learning English in a class in Japan with a Japanese teacher. It is difficult for non-native English teachers to know the entire target language culture, and to be able to teach it in a classroom situation in Japan. It is also a limitation for teachers to measure how much learners are integrating culture of the language when they are only using the target language in class in Japan. It is difficult to dispute that experiencing the target language culture first hand is the best way to learn language.

Japanese students who have an opportunity to interact with New Zealand students have more potential to not only enhance their English language skills, but also to learn more about the New Zealand culture through communication.

In line with learning second language and culture, Willis (1996)¹²³ introduced an effective second language teaching method called 'task-based learning' in his study '*In a framework for task-based learning*'. To ensure that students would have a meaningful learning experience, this method was applied to the DHS short-term programme.

Willis explained that 'task-based learning' is a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings, not producing language forms. According to Willis, language tasks should always include activities where the target language is used by the learner for a communicative

¹²³ Willis, J. (1996). Aspects of tasks. *In a framework for task-based learning*.

purpose. Tasks should have an outcome, and should also be designed to motivate learners, engage their attention and promote their language development as efficiently as possible. The tasks should be 'goal oriented' and the emphasis on understanding and conveying meanings in order to complete the task successfully. Here is an example which lacks an outcome and is not 'the task' in task-based learning: A teacher shows a picture and tells learners to describe the picture in a target language to a partner. Here, there is only one person speaking and therefore the task has no real communicative purpose, only practice of language form. The important feature of task-based language is that learner's work in an activity which is meaningful for them; this will encourage learners to communicate in the target language more readily, which in turn, should give them a sense of success and achievement – a successful outcome. To extend on this; Willis explains that it is important that the learners are free to choose whatever language forms they wish to convey what they mean, in order to fulfil, as well as they can, the task goal. If the teacher dictates or controls the language forms that learners must use, it will defeat the purpose. While learners are on task, they need to feel free to experiment with language on their own, and be allowed to make mistakes. By having a goal or outcome for each task, makes it easier for students to evaluate their success, and the more likely they are to get involved with the task and work independently. It is generally the goal or outcome that provides the motivation for students to engage in the task; the task of communicating meaningfully in the target language then becomes a positive learning opportunity.

It was with this in mind that sharing 'Japanese culture' with New Zealand students was an ideal task for Japanese students to present in New Zealand. Additionally, students gain the experience of answering questions on their presentation as well as

asking questions of their audience in English. In this way they learn how to gain and relay information in the target language.

It is evident by the reflections made by the students after they had presented that they found this task meaningful; to quote one of those reflections: *“It was so much fun to teach them about my culture and learn a different culture.”*

The findings provide solid evidence to support the claims about the interrelationship between culture and language in the *New Zealand Curriculum* (2007) which states that ‘students learn about culture and the interrelationship between culture and language when they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others’.

The students’ comments from the survey seemed to indicate that they were surprised to learn as much as they did about New Zealand culture, and also that they could compare their own culture with the New Zealand culture – some aspects were very similar, and others quite different. Students did realise that the English level they were using was not always that clear to their audience, and required some effort to get up to standard; however, they commented that they appreciated that the New Zealanders made an effort to understand them. The implications of the students’ awareness that their English was not good enough might motivate them to work harder on their English language skills and the importance of language in communication.

In summary of the pre-and post-departure Q7, my finding is that this activity was meaningful for Japanese students because they were challenged with the task of

using the target language to convey some of the aspects of their Japanese culture with New Zealand people; not only as a random task, but as an opportunity to discover more about themselves, their culture, and their abilities.

Analysis of Pre- and Post-departure Survey: Question 8

Pre-departure Q8

Please write down what you know about New Zealand daily life and customs.

Post –departure Q8

What did you learn about New Zealand customs, daily life or habits during your visit?

Pre- and post-departure Q8 were open questions to obtain qualitative data from participants in the DHS short-term programmes, about their prior knowledge of New Zealand customs and post-departure Q8 asked students what they had learnt from the experience through the DHS short-term programme.

Pre-departure Q8, there were 127 answered and 27 did not respond to the question. Students' comments were summarised, and there were a few trends that emerged from their comments. These comments are represented in the following chart (See Table 28) indicating the number of students who made similar comments.

Table 28: The Results of Pre-departure Survey Question 8

Summarised students' comments	The number of students who made similar comments ¹²⁴
Water is precious for New Zealanders	17
New Zealanders take quick showers	12
Leave a door open when you are not in a toilet	10
Bed time is earlier than Japan	8
New Zealand people do not rinse their dishes after they have been washed by hand	6
Wear shoes inside a house	6
Having shower in the morning	3
New Zealand people have big meals	3
Potatoes are part of their staple diet	3
Dinner time is earlier than Japan	2
I don't know about it	35
*New Zealanders : eat snacks for lunch/ eat desserts/ have morning tea/ eat sandwiches for lunch/ eat ice cream often /eat lamb/ New Zealanders are called KIWI/ they express everything what they think/ Maori culture such as Hongi and Haka/ my New Zealand homestay family allowed me to open their fridge anytime / they do not slurp when eating noodles/ they use only one plate for dinner / the homestay father comes home between 5-6pm/ men do housework too	1 (one comment each)

*other general comments by individual not included elsewhere

¹²⁴ Multiple comments accepted.

All students had at least some kind of preparatory lessons prior to their departure; some were more extensive than others. Part of these preparatory lessons they were given general home stay rules, manners, and New Zealand daily life style by their teachers or programme liaison people.

For example, Yubetsu town liaison provided me with some information of their preparatory lessons. They had about eleven hours for their preparatory lessons; it was mandatory for students to participate in eleven sessions of preparatory lessons which were run by the Yubetsu town council. Yubetsu town council provided a handbook to each participant which contains general information about travel tips, a map of New Zealand, New Zealand culture, home- stays, manners and etiquette. Students were also given some general information about New Zealand such as the capital city of New Zealand, population of the country, weather, and other such facts. Students also had some sessions on learning some useful English phrases to help their communication with their host families and others they may interact with while on the programme. Travel tips, such as how to exchange money to New Zealand dollars from Japanese yen were also included. Yubetsu town council also has an assistant English teacher who is an ex-DHS student and a New Zealander. The assistant teacher also attended the preparatory lessons with the students; which provided the students with further assistance. As Kobashi (2013) pointed out preparation classes are essential in ensuring that students feel prepared, and less ill at ease – maximizing their experience. This is also true for their parents.

As part of my study, I did not seek to test the students on how much they had retained from the preparatory lessons, but rather to establish how well prepared the

students felt for their stay and whether this had any bearing on their experience. This is further reflected upon in the conclusion.

Post-departure Q8 asked Japanese students to reflect on what they had learnt about New Zealand customs and daily life during their stay. 101 students answered and 16 students did not respond, and only one student commented “nothing” in post-departure Q8.

Table 29: The results of post-departure survey question 8

Summarised students' comments	The number of students who made similar comments ¹²⁵
Bed time is early and get up early	18
Water is precious to New Zealanders	7
Quick shower in the morning	7
New Zealand people do not rinse their dishes once they have washed them by hand	4
New Zealand people walk around outdoors in bare feet	3
Slow lifestyle	3
*There is no traffic light in Darfield/ New Zealanders: often say 'please' and 'no thank you'. /eat with knife and fork /respect each other/ think always positively./turned TV off when they have a dinner. .	1(one comment each)

*Other general comments by individual not included elsewhere

The comments in the chart above show that students learnt about some very basic customs and daily life of New Zealanders as they relate to the host families with whom they lived. It is important to note that these comments were reflections of their

¹²⁵ Multiple comments accepted.

individual experiences with their home stays, and may not reflect the overall opinion or experience of the group.

They seemed to be surprised by the reasons for some of the customs; for example *“water is precious, so they have quick showers, and that is why they do not rinse their dishes”, “New Zealand people get up early, so therefore have to go to bed early”. “People wear shoes inside but they go outside with bare feet, it was surprising to see they do not wear shoes.”*

‘New Zealand meals are very big and they use a knife and fork; they eat potatoes as a staple diet, and have the same breakfast every day, they have a morning tea time, they eat ice-cream or dessert after dinner.’ “They do not spend much time cooking meals”.

“Language: they do not say anything before and after meals.” “New Zealand people are not on time,” “New Zealand people have a slower life-style than in Japan”, “All family members help with the housework.”

As Hosokawa (2002) pointed out students have their own ‘image of the second culture’ prior to their departure.

In pre-departure Q8 some of students made some general comments like ‘water is precious for New Zealanders’, but at this stage did not have an understanding of why this should be so. It was as a result of their home stay experience that they were able to make the link between the custom of taking a quick shower, to the preciousness of water to New Zealanders. In other words, through their first hand experience of New Zealand life they gained a deeper understanding of the customs and daily lives of New Zealanders. This highlights not only acquisition of knowledge

of the target culture, but also self-discovery and increased awareness of their language and culture. This affirms both Liddicoat's (2002) and Asaoka and Yano's (2009) findings; about the benefits of short-term programmes for tertiary students. My study adds to these findings, but from a secondary school students' perspective.

Analysis of Pre- and Post-departure Survey: Question 9

Pre-departure Q9-1

Do you think you will have difficulties coping with the culture and language while you stay in New Zealand?

Yes or No

Pre-departure Q9-2

If you answered 'Yes', what cultural differences or language problems do you think will you find most difficult during your visit?

Post-departure Q9-1

Did you encounter cultural or language difficulties?

Yes or No

Post-departure Q9-2

If you answered 'Yes', what difficulties did you encounter?

Q9 relates to the students expectations around the difficulties they might experience in culture and language while in New Zealand

The result of pre- departure survey question 9-1 follows. (See Table 30).

Table 30: The Results of Pre-departure Survey Question 9-1

Answer Options	Response Percentage	Response Count
1) Yes	87.7%	135
2) No	12.3%	19
Answered question		154
No response		0

There were 154 students who answered the question, and most of them (87.7%) answered 'Yes' to this question. Below is a comparison of participants' expectations with their actual experience in their answer post-departure Q9-1. The results for post-departure Q9-1 were as follows (see Table 31). The majority students commented that they were nervous about their English skills; for example, one of the students made a comment, *"I may not able to say what I want to say in English to my host family."* 26 students (19%) were nervous about their English listening comprehension skills. *"I may not understand New Zealand English," "My teacher said New Zealanders speak too fast," "I may not understand what they are talking to me."*

What is clear from my findings is that almost 90% of the students expected to encounter cultural and/or language problems while in New Zealand; and that of those, around two-thirds (just over 65%), that is the greater majority, expected those problems as opposed to cultural misunderstandings (around a third or 34%).

Table 31: The Results of Pre-departure Survey Question 9-2

Summarised students' comments	The number of students who made similar comments ¹²⁶
I think I cannot say what I want to say in English	51
Understand New Zealand English	26
Body language (mannerisms and gestures)	15
Different life style	9
Food and drinks	8
Different culture from Japan	5
Shopping, money exchange	3
*I do not know how to use a tea towel / what should I do when I get lost	1(one comment each)

*Other general comments by individual not included elsewhere

Below is a comparison of participants' expectations with their actual experience in their answer post-departure Q9-1. The results of post-departure Q9-1 follows (see Table 32)

Table 32: The Results of Post-departure Survey Question 9-1

Answer Options	Response Percentage	Response Count
1) Yes	62.8%	93
2) No	37.2%	55
Answered question		148
No response		0

There were 148 students who answered the question and none of them responded to this question.

The result in post-departure Q9-1 showed that participants expected to have some difficulty in language or adjusting themselves to the New Zealand life style prior to

¹²⁶ Multiple comments accepted

their departure, however, 37.2% students answered No, which means they did not encounter cultural or language difficulties while they were in New Zealand. Clearly fewer students than indicated in the pre-departure survey actually encountered problems, nevertheless, over half, and close to two-thirds, did indeed experience difficulties in adjusting to life in New Zealand. Problems stemming from miscommunication were even greater than expected (nearly 80%) of those that provided comments linked their problems to language, while cultural misunderstanding were less common than expected (20% as opposed to 34% in the pre-departure survey).

The majority of students (73 students, 78%) commented on their lack of English skills to communicate, *“I could not say what I wanted to say”, “I could not explain the symptoms of my cold to my host family in English”*. More students also commented on their lack of English listening skills, *“I could not understand when New Zealand people asked me a question”,* and, *“I could not understand young children’s spoken English”*. *“I could not understand what my host family was talking about when we had a dinner.”* Students also commented about their difficulty understanding New Zealand English.

From the analysis of my survey questions, I have been able to provide some suggestions to improve the content and design of preparatory lessons for those students who will participate in short-term programmes.

Table 33: The Results of Post-departure Survey Question 9-2

Summarised students' comments	The number of students who made similar comments ¹²⁷
Related to their listening skills	37
Related to their English speaking skills	26
General English	10
Food and drinks	7
Different lifestyle	6
How domestic chores are done	2
Body language - mannerisms and gestures	3
*Specific individual comments included: Host family using tea towels to wipe hands/ Long days (in summer) – so they had to play with kids outside till late	1(one comment each)

*other general comments by individual not included elsewhere

I analysed the students' responses to these questions in terms of Liddicoat's (2008) idea of intercultural pedagogy in language education; and elements of the learning cycle: 'Noticing' 'Comparing' 'Reflecting' 'Interacting' (see Figure 2), through their answers.

The majority of students' comments were based on their lack of English skills. Many students noticed that their English listening skills needed to improve, "*I could not understand what I was asked by my host family*". Some students also noticed that

¹²⁷ Multiple comments accepted

their general English speaking skills needed to be improved, *“I could not express in English to my host family about what I did today.”*

One of the students made a comment that New Zealand English was different from what he had learnt at school in Japan. During his stay in New Zealand, he compared the English which he was taught in Japan and actual New Zealand English, and these were different. One of student commented about her English mispronunciation, *“When I said a word with the wrong pronunciation, my host family could not understand me.”*

It is clear in post-departure Q9-2 that most Japanese students struggled with their language abilities. As a result of their short-term stay in New Zealand, they were able to reflect on, and gain a perspective on their own English language skills – listening and talking, as well as the differences in customs and daily life. From this analysis, it is clear that students will benefit from some practical English guidance prior to departure. Some suggestions on how this may be incorporated into preparatory lessons are offered at the end of this paper.

Analysis of Pre- and Post-departure Survey: Questions 10, 11 and 12

Pre-departure Q10, Post-departure Q10

Do you think this short term study abroad experience will be of use to your in the future?

(Yes, definitely) 1, 2 , 3, 4, 5 (No, not at all)

Pre-departure Q11, Post-departure Q11

Do you think you will want to keep in touch with your host family or students you met during your visit?

(Yes, definitely) 1, 2, 3, 4, 5 (No, not at all)

Pre-departure Q12, Post-departure Q12

Would you and your family be willing to host a student from New Zealand?

Yes or No

Tables 34, 35 and 36 show the results for pre- and post-departure survey questions 10, 11 and 12. I have combined these questions because these questions were related to 2 key focus points from the benefits of the short-term study programmes, namely intercultural competence and personal development. Therefore analysis of those questions together will indicate certain trends.

Table 34: The Results of Pre- and Post-departure Survey Question 10

	1 Yes, definitely	2	3	4	5 No, not at all	Total answered	No response
Pre- Q10	69.7% (106)	22.4% (34)	3.3% (5)	1.3% (2)	3.9% (6)	153	1
Post- Q10	71.4% (105)	24.5% (36)	2.7% (4)	0.7% (1)	0.7% (1)	147	1

From these results, it is very clear that most of students felt that this type of programme would be useful to their future; this was confirmed again after their participation in the programme. 95.9% of students rated one or two in post-departure Q10. It is clear, and encouraging for secondary school short-term programme coordinators, that participants valued their experience.

Table 35: The Results of Pre- and Post-departure Survey Question 11

	1 Yes, definitely	2	3	4	5 No, not at all	Total answered	No response
Pre- Q11	39.1% (59)	22.5% (34)	27.2% (41)	5.3% (8)	6.0% (9)	153	1
Post- Q11	59.0% (85)	22.9% (33)	11.8% (17)	6.25% (9)	0% 0	144	4

It is not surprising that students would be unsure about keeping in touch prior to their departure, as it would be difficult to do this without knowing their host family or members of the school. Only 39.1% participants agreed (definitely) that they would keep in touch. However, in post-departure Q11, 59% students indicated strongly (1) that they would keep in touch. Although this only seems like over half the students would keep in touch, most rated this question from one to three, and none in five. It is very clear that students participating in the DHS short-term programme want to stay in touch. It is therefore important that DHS (and any other host school) foster good associations with their Japanese sister schools to ensure strong connections are maintained. This also highlights the potential of these programmes in creating

stronger ties and understanding between different cultures and countries (in this case Japan and New Zealand).

Table 36: The Results of Pre-and Post-departure Survey Question 12

	Yes	No	Total	No response
Pre-departure Q12	59.6% (88)	40.9% (61)	149	5
Post-departure Q12	69.5% (103)	30.4% (45)	148	0

As a result of pre-departure Q12, more than half of students showed that they were willing to host a student from New Zealand. In my observation Japanese students initially feel nervous to host a student from New Zealand without having the knowledge of what it is like to host a student from another country. Some reasons for this could be because of the housing situation in Japan i.e. not enough space to host a student, family members, especially parents, are both working or parents are not confident speaking English and so on. On the other hand, it is good to see that more were positive to the idea after their home stay experience; about 10% more students answered 'Yes' in the post –departure Q12.

Analysis of Pre- and Post-departure Survey: Questions 13

Pre-departure Q13-1

How many hours of preparatory lessons have you had? For example, New Zealand culture studies, customs and special English classes apart from normal English lessons at school.

Pre-departure Q13-2

Please write which aspect of your preparatory lessons you think will be most useful?

Post-departure Q13-1

Do you think your preparatory lessons were helpful?

Yes or No

Post-departure Q13-2

If you answered 'Yes', please write examples of useful aspects?

Post-departure Q13-3

If you answered No, please write what you would liked to have learnt before your visit to New Zealand?

Pre- and post-departure Q13 was to find out about preparatory lessons.

From the answers given in pre-departure Q13-1, the average hours spent on preparatory lessons was eight-hours. However, the number of lessons ranged from a total of only four hours (see p.50) to about 11 hours (see p.48).

136 students commented and 18 students did not respond to the pre-departure Q13-2. In general, students thought that the most useful part of the preparatory lessons was 'Learning English'. What was most useful as part of developing English language was a lesson where students had to prepare and present the following: Introduce yourself, how to communicate with host family, how to start conversation

with host family, “it will be useful, I have learnt many phrases for the different situations, greetings so on”. Some students indicated that it would be useful to know about the New Zealand life style and how to use New Zealand dollars. A summary of the comments is included in Table 37 below.

Table 37: The Results of Pre-departure Survey Question 13-2

Summarised students' comments	The number of students who made similar comments ¹²⁸
English communication –how to communicate with New Zealanders, Typical English phrases	61
Life style of New Zealanders	11
New Zealand currency and shopping	11
Manners and rules at home stay	8
Japanese culture	5
New Zealand history	4
Emergency situations	3
How to adjust to a different culture	4
New Zealand culture including Maori culture	2
*Useful were the New Zealand teacher's presentation on New Zealand life/information on the district they would visit/ Maori culture/ New Zealand climate / tips for travelling /I realised how useful the preparatory lesson was after I have been to New Zealand/Everything was useful	1(one comment each)

*other general comments by individual not included elsewhere

Students responded post departure Q13-1 and results follows.

¹²⁸ Multiple comments accepted.

Table 38: The Results of Post-departure Survey Question 13-1

Answer Options	Response Percent	Response Count
1) Yes	74.7%	109
2) No	25.3%	37
Answered question		146
No response		2

Most of the students (74.7%) found that the preparatory lessons were useful and they commented - what aspect of lessons they thought useful in post-departure Q13-2 (see Table 39) - 109 students commented in post-departure Q13-2. 35 students commented in post-departure Q13-3.

Students commented that it was useful to know some of the English phrases. *“I could ask the host family what time I needed to get up in the morning.” “Can I take a shower?”* Students also commented that it was useful to know about New Zealand manners/etiquette/customs.

Other general comments were: *“It was useful because I researched about Japanese culture”, “When I share my culture I could communicate with New Zealand people”, “because I prepared my talk about Japanese food, I could talk about it smoothly”.* Those students found that by given time to prepare prior to coming over to New Zealand, they felt more confident to speak in another language.

Around 47% commented on the usefulness of the preparatory lessons in terms of language communication, another 50% commented on their being beneficial cultural understanding. These numbers clearly indicate that at least half the students found the preparatory lessons useful which reiterates the importance of ensuring that these

lessons are well designed. Suggestions for this are included in the conclusion of this paper.

Table 39: The Results of Post-departure Survey Question 13-2

Summarised students' comments	The number of students who made similar comments ¹²⁹
English communication –how to communicate with New Zealanders, English phrases	51
Life style of New Zealand	22
New Zealand culture including Maori culture	11
Manners and rules at home stay	6
Japanese culture	4
New Zealand history	4
How to adjust in the different culture	4
How to count New Zealand dollars / shopping	4
*It was useful to have a photo book/ I used my preparatory book when I communicate with my host family/ everything/ travel advise	1 (one comment each)

*other general comments by individual not included elsewhere

There were 25.3 % students who answered No, 'preparatory lesson was not useful', in post departure Q13-1.

Analysis of post-departure Q13-3, some of the students commented *"it would be better if I know more about their culture, so that I could understand more about them"*. Majority of students also commented *"It would be helpful if had learnt more English conversation skills and English Listening skills and New Zealand accent in preparation for the programme"*. Only three students commented they should have

¹²⁹ Multiple comments accepted.

learnt more about the district and town where you visit, and four students thought they did not learnt enough about New Zealand manners, customs and culture.

Language is clearly a barrier, and was the area where most students encountered difficulties. It is an area that many students highlighted as requiring more preparation prior to their departure, especially in the area of spoken English. One challenge is the New Zealand accent; another is the lack of English-speaking practice in Japanese schools. Preparation is key here and assisting students in language preparation can address the challenges students may encounter and help the students to adjust and enjoy their stay more.

In summary of Question 13; it is clear that pre-departure preparation is essential for students to gain some initial knowledge and skills, and language practice.

One of the useful tasks was to prepare to talk about Japanese culture, this activity gave the students an opportunity to engage with their New Zealand peers; and also by doing this task, they are not only sharing their culture, but also developing their language skills and by doing this also realised that they were learning about their own culture as well.

Analysis of Pre-departure Survey: Question 14

Pre-departure Q14-1

Have you ever been overseas before?

Yes or No

Pre-departure Q14-2

If you answered 'Yes', which countries have you been to?

This question was devised to get an indication of how many students had travelled prior to their DHS short-term programme experience. My assumption was that the majority of students had not been overseas, and that their trip to New Zealand was their first overseas experience. However, as the results show, 42% of students had been overseas (see Table 40).

Originally, I intended to compare the expectations of those who had had an overseas experience and those who had not had an overseas experience, by asking them if they had ever been overseas before and, if so, to which country. However, when it came to analysing the results, I realised that the pre-departure survey Q14-1 'Have you ever been overseas?' and Q14-2 'if you answered yes, which country have you been to?' were too vague because they did not differentiate between a programme like the DHS short-term programme, including home stay, and a simple family holiday staying in a hotel. The first type of visit can provide major cultural and linguistic challenges for students while the latter probably does not.

In retrospect, I should have asked 'Have you participated in a short-term study abroad programme?' Then I could have compared those who had done a programme similar to the DHS short-term programme and those for whom this was a completely new experience.

Table 40: The Results of Pre-departure Survey Question 14-1

Answer Options	Response Percent	Response Count
1) Yes	42.0%	60
2) No	58.0%	83
Answered question		143
No response		11

Students were also asked to list the country(s) they had visited. 59 students answered in pre Q14-2, although multiple countries were mentioned. (See Table 41)

Table 41: The Results of Pre-departure Survey Question 14-2

Destinations	Number of responses
United state of America	27
Hawaii, Guam, Saipan	10
Australia	10
Korea	10
England	4
Singapore	9
Canada	6
Thailand	2
New Zealand	2
France	1
Malaysia	1
Germany	1
Other (China, Taiwan, Egypt, Cambodia, Kenya, Indonesia)	6

Yubetsu town students and Setagaya Gakuen students have a sister school and city in Canada, and Akitakata city students have a sister city in Singapore. There was no question about the reasons why they have visited those countries. However, students may have already visited their sister school in other country prior to participate in the DHS short-term programme. The number of students who had been to overseas was greater than my assumption.

Chapter 6: Conclusion

As detailed earlier in this paper, the internationalisation of higher education has been a global trend that has grown substantially since the late 1980s, as reflected in the increased popularity of study abroad amongst Japanese students, which peaked in 2004. In line with the increased recognition of the benefits of this form of education, the value of short-term study abroad programmes has gained acceptance in Japan over the last 30 years. In response to Japanese government initiatives, Japanese secondary schools have introduced short-term study abroad programmes to increase students' international education.

Japan and New Zealand have enjoyed a strong and positive relationship through several decades, as a result of their trade partnerships, education and tourism services, culture and sports, and sister city and sister school activities. These sister school links include exchange programmes; which means that each year many Japanese secondary school students visit New Zealand and study through either short-term programmes (less than three months) or longer term. (more than three months) which are mainly organised by their schools (see Tables 5 and 6).

The key benefits of these short-term programmes lie, as many researchers from several countries have indicated, in the areas of 'second language acquisition', 'intercultural competence', and 'personal development'. As indicated in my literature review, much research has been undertaken on the outcomes of short-term study abroad for university students; however, little has been done - none in New Zealand - specifically to research Japanese secondary school students on short-term study abroad programmes. Moreover, many researchers have tended to focus on second

language acquisition through study abroad, but only a small amount of studies have focused on the impacts of short-term study abroad programmes on students' intercultural competence and personal development

The intention of this study was primarily to establish and quantify the aims and expectations of Japanese secondary school students participating in a short-term overseas study programme in New Zealand, using Darfield High School as a case study; secondly, to see to what extent these aims and expectations are been fulfilled; and thirdly to investigate what other unexpected benefits have occurred from their overseas experiences. One of my main research objectives was to determine whether Japanese secondary school students felt satisfied that their objectives had been met after participation in the programme. Also, as other researchers have mentioned, I wanted to establish based on the qualitative and quantitative results of this study. Whether, indeed, a broad range of benefits such as second language acquisition, intercultural competence and personal development could be claimed by the DHS short-term programme.

A significant investment is made by parents and schools of Japanese students who participate in these programmes. Another objective and benefit of this study, therefore, was to provide Japanese parents, students and schools, as well as New Zealand providers who organise and participate in short-term study abroad programmes, with some suggestions to enable them to both recognised and maximise the broad range of benefits from short-term study abroad programmes.

To acquire my own quantitative and qualitative data I conducted pre-and post departure surveys - as outlined in chapter four. For the most part, the same

questions were asked in the pre- and post-departure surveys; in the pre-departure survey these included questions around their priorities, expectations and objectives of the programme prior to their departure; and in the post-departure survey, the questions were worded in the past tense so as to give participants the chance to reconsider these priorities, expectations, objectives and achievements after participating in the overseas short-term programme.

From the analysis of the set of two surveys (pre- and post), I was able to establish whether or not the students felt that they had achieved their objectives and, therefore, whether the programme was successful from their point of view. Students' responses revealed, in a number of questions posted, that they gained more than they expected, or valued different things differently after participating in the programme.

My study demonstrates that, in line with the findings of previous studies of short-term programmes for university students, short-term programmes do add value to the students' second language acquisition, intercultural competence, and personal development, even when those participants are much younger (aged from 13 to 17). Participants may be aware of some of the intercultural competence and self-development benefits after their completion of the programme, but some participants, especially if they are younger and less aware of their intellectual and emotional development may not be. An important but challenging aspect of my surveys was to explore those area of intercultural competence and personal development, an area which the young participants of my study may not even have been aware of or able to describe themselves without careful guidance.

It is important that participants are aware of the achievable benefits of, and have reasonable expectations of, the short-term study programme. It is also important for participations to be aware of what is not achievable on a short-term programme or not to have too high expectations to avoid disappointment and/or perceived failure. Raised awareness of these matters will ensure that students experience greater satisfaction overall and recognise all the good benefits including personal growth, gaining more self-confidence, having a better international awareness as well as of course, linguistic improvements.

As Kobayashi (2013) pointed out, it is important for educators to ensure that students on short-term study abroad programmes are able to improve language proficiency, gain intercultural competence and an understanding of the host country. He also suggests that preparation of the programme may have an effect on students' learning outcomes on the short-term programme. As discussed above, all of my findings support Kobayashi's insistence on the importance of preparing students well prior to the start of the programme. Therefore, at the outset, it is essential that students gain as much information from their preparatory lessons; and that they gain an understanding of the benefits of studying abroad on a short term programme prior to their departure in order for them to maximize the various learning outcomes, linguistic, personal and intercultural, from the programme.

An analysis of the surveys in my study has enabled me to offer suggestions for increasing the efficacy of short-term overseas programmes; and also provide some suggestions on how to boost the recognised benefits both at the preparatory stage, while the programme is in progress and after completing the programme. In the next section I will point out the issues and suggestions related to each of the three key

categories of benefits from study abroad programmes. It is my intention that these suggestions will assist participants to maximise their learning, and benefit for Japanese schools which organise the study abroad programme, the parents who support these programmes in many ways, both financially and psychologically, and also the New Zealand schools which host students from overseas.

1. Second Language Acquisition: Issues and Suggestions

In the case of second language acquisition, many students in my case study had high expectations of improving their conversation skills as a result of their short-term programme experience in New Zealand (see Table 14). However, this expectation was not fully met, as indicated in the surveys (see Table 16). The fact that they would be fully immersed in an English-speaking country for a period of time no doubt gave rise to their initially high expectations. It would be their assumption that their full immersion in an English-speaking country would naturally provide them with many opportunities to talk, therefore conversation skills would improve. In my literature review (Chapter two), Taura et. al (2009) investigated university students who stayed for 3 weeks in New Zealand in a short-term programme. According to their findings, participants showed the ability to improve their English fluency level in even this short time, but, on the other hand, students did not feel that their English skills had actually improved in that time. In my case study, because of the young age of the students, their lack of English conversation skills prior to participating in the programme, the limited amount of time on the programme, and their lack of confidence in speaking English and/or speaking about unfamiliar topics, their expectations with regard to the level of improvement of their English conversations skills were unreasonable.

Students also had high expectations of improving their English listening skills but, unlike their conversation skills, they felt that they had indeed improved in this area (see Table 15). This accords with the findings of previous studies, such as by Kimura (2011) and Taura et al (2009). Their research indicated that when Japanese university students who had participated in a short-term overseas programme were re-tested on their English abilities, it was found that the overseas study had indeed improved their English-listening skills. Yoshida and Koderá (2009), who researched Japanese high school students participating in short-term programmes in Australia, also found an improvement in English listening skills. Although my study did not actually assess the English abilities of the DHS short-term programme participants before and after their stay, a significant proportion of them did perceive that their listening skills had improved. I expect that this perception would have been borne out by a quantifiable increase in listening test scores had their abilities been assessed before and after their stay in New Zealand.

From my point of view as a language teacher, listening is a passive process and students were therefore passively involved in this activity the whole time they were in New Zealand. Listening is a 'less demanding' action compared with speaking the target language, which demands more active actions such as ensuring accurate intonation, pronunciation, using suitable vocabulary and also having the confidence to engage face to face with the native speaker and then respond in a timely manner to the speaker's comments in order to keep conversation flowing.

In terms of reading and writing, most students did not expect their experience to have any impact on these skills. (See Tables 14 and 16). This was realistic as students knew prior to their experience that this was not a focus of the DHS

programme, and little time would be spent on boosting these skills during the programme.

1-1 Suggestions for Pre-departure

Unrealistic expectations can give rise to disappointment and dissatisfaction in the programme overall, and possibly feelings of frustration and unhappiness during the programme. One way to avoid this is to better prepare students prior to the programme in terms of expectations regarding the probable, achievable and realistic outcomes while on the short-term study abroad programme. From my relationship with the visiting Japanese schools and my survey data, I understand that the time, contents and activities included in their preparatory lessons varies considerably between the visiting groups. Although I believe that all preparatory lessons are beneficial in some ways, there has been a large imbalance between the groups concerning the amount of useful information gained by participants prior to arriving in New Zealand.

The following suggestions are based on my observations and survey analysis. They aim to improve the quality of preparation given to students by encouraging them to form an awareness of the challenges and benefits of their trip to New Zealand. One way to help participants to learn more in a variety of fields and thus greater satisfaction is to involve all students in well focused and well organised preparation classes prior to their departure.

These preparation classes could include an opportunity for senior students (called *senpai* in Japanese) who had previously been on the DHS programme to talk to and

mentor these students. *Senpai* could share their own expectations prior to the programme, their experiences while they were on the programme and also to share the challenges of language, the time they could communicate well or the time they could not do well in English while they were in New Zealand. My suggestions for the process by which the *senpai* involve on the preparatory lessons will be outlined below. The benefit of using *senpai* is that the junior students in general tend to pay more attention to the thoughts and experiences of their own peers, rather than being told what to expect by teachers and adults.

If possible, schools could also make use of resident New Zealand teachers to assist in the preparation of students through conversation skill development sessions. The benefit of this is that teachers will speak with a New Zealand accent, using phrases and terminologies unique to New Zealand, which will assist Japanese students in getting to know the language peculiarities prior to the programme.

1-2 Suggestions for Hosting Schools

On the other hand, the New Zealand hosts should strive to increase opportunities for Japanese students to interact with a range of people during their stay in order to enhance their ability to develop their speaking and listening skills. My findings confirm that the programme needs to include a broad variety of experiences to allow for students to interact as much as possible in English. This interaction could take the form of activities such as a school 'buddy' system - a system where Japanese students are partnered with a New Zealand student for the duration of their stay, as well as social opportunities with school students and host families, and doing cultural

presentations as individuals or as a group: perhaps even with the opportunity to have question and answer time. These are examples already in place in the DHS programme which my survey shows many students have found enjoyable and rewarding (see *Analysis Pre- and Post-departure Survey: Question 7* in chapter five).

Another important aspect of boosting the linguistic component of the programme is to ensure that host families are prepared well and understand their role in the programme. They need to be matched well with their Japanese student, for example, if a student is musical, it might be better to match the student with a musical family, as this will ensure that students are more connected and engaged with the host family and will also be a platform in encouraging conversations. From my survey results, many students indicated that they were initially very nervous to stay with host families, but as they established a relationship with them, students realised that their host families were approachable, hospitable and comfortable around them (see *Analysis Post-departure Survey: Question 4* in chapter five). In my observations, once a comfortable relationship is established, communication is easier.

1-3 Suggestions for Debriefing

Giving the students an opportunity to debrief at the end of the programme is also important because this enables them to review their own experiences such as their language acquisition, intercultural competence and personal development. If they do not have this opportunity, the danger is that they will recall the short-term study abroad programme only as the time they went to overseas and had fun travelling. Students could initially be given a worksheet to review their experiences communicating in the target language.

Questions discussion points that they could be encouraged to reflect on include:

- a time when I could not find the words, but I used gestures to help me make myself understood.
- a time when I communicated well and felt proud.
- a time when I really could not understand what was said to me.
- a time when someone said something to me and I understood it, and felt proud.
- a new English (kiwi) phrase I learnt.
- other everyday words I learnt.

The students could then share these experiences with the rest of their peers on the programme. And these would be useful for the next preparation session when they will be asked to act as the *senpai*/mentors to the next intake of participants.

By getting the students to reflect like this they will have to recall their triumphs, their expectations, their ability to cope with certain linguistic and social challenges, which is positive and educational, and may probably be quite enjoyable and reaffirming too.

2 Intercultural Competence: Issues and Suggestions

My survey results demonstrated that just over a quarter of the students (27.2%) indicated that they expected to learn about New Zealand culture as the highest priority from the programme. However, when they completed the programme, only 25.3% students felt they had learnt some aspects of New Zealand culture from the programme. (See Tables 14 and 15) Both these percentages are surprisingly small. One reason for this could be because of the students' age group – they are perhaps

too young to fully understand a 'nation's culture' Some may have thought that 'culture' refers to festivals, big old buildings, ornamental regalia and so on, rather than a country's way of life and values. Some students also may not yet appreciate that the opportunity of spending time in another country lends itself to learning about a new culture. Moreover, the preparation classes may not have emphasised this aspect of the programme as fully as second language acquisition, so learning about a new culture would not be a major consideration or expectation. For some students, perhaps even learning about their own culture had never occurred to them before, so learning about a new culture would not be a major objective of short-term study abroad. Preparation sessions and preparation materials could therefore include discussions such as: 'What is New Zealand?' 'What is typical New Zealand culture?' In discussion these issues in advance, it is hoped that students would be encouraged to try and identify some typical parts of New Zealand culture and lifestyle when overseas. These types of questions will also prompt students to think more meaningfully about the cultural aspects of New Zealand.

2-1 Suggestions for Pre-departure

Just as suggested for language acquisition, making use of the preparation class prior to the programme is an important part of providing students with the tools to make realistic expectations.

By using *senpai*/mentors to share their cultural learning's with the students, which may include their experience living with a host family this would allow those participating in the programme to gain a better understanding of and be able to have a broader knowledge of New Zealand culture prior to arriving in New Zealand. I

suggest this because many students initially felt nervous about staying with a host family, as they did not know what the family would be like. But when they reflected on their homestay afterwards, many realised that not only did they learn about New Zealand culture and lifestyle through that experience, but that they enjoyed the experience and also appreciated how nice their hosts were (see *Analysis Post-departure Survey: Question 4 in chapter five*). There is no doubt that the homestay is one of the most important elements of this programme. I reiterate my previous suggestion regarding the preparation of host families; this could take the form of a host family orientation programme.

2-2 Suggestions for Hosting Schools

The results of the surveys demonstrate the value of activities that encourage students to share their own culture with their host families and/or New Zealand classmates. Helping students to prepare for a presentation about their own culture to New Zealand people, assists the participants to get a better understanding of their own culture and therefore also start developing their expectations and understanding around learning New Zealand culture, and using English-language to convey their ideas. This concurs with Liddicoat's finding (2008) that learning another language is an opportunity for students to develop their understanding of their own culture as well as the culture of others and the target language. We can conclude that many activities in the DHS programme combined to allow students to increase their awareness of their own country, through contrasting it to the lifestyle of the families they were living with, explaining aspects of Japanese culture to non-Japanese, and observing a different way of life based on different value-system, culture and ideologies. There is also no doubt that the time with host family is one of the most

important elements of this programme, I reiterate my previous suggestion regarding the training of host families around expectations. We can assume that they also appreciated some of the many aspects that New Zealanders and Japanese have in common, despite the linguistic and cultural differences. However, these were not researched as such in my survey.

2-3 Suggestions for Debriefing

Again debriefing is an important aspect in guiding the student's awareness of their cultural experience. They should be given an opportunity to reflect on their cultural understanding of both New Zealand and their own cultural understanding of and share this with other participants as well as their parents and other students from their own schools in particular with future participants.

Questions they could be encouraged to reflect on include:

- what aspects of New Zealand culture did I learn from my homestay?
- what did I learn from my 'buddies'?
- how is the daily life of my 'buddies' differ from mine
- what did I learn about the New Zealand way of life that surprised me?
- was there anything similar and/or different about the New Zealand culture and the Japanese culture that I learnt?
- what was the success or non success on my Japanese culture presentation?

At the same time, reflections from past participants on the topic of the Japanese presentation and its success or not would be useful discussion points for the next

year's preparatory session – either in written form or by encouraging the *senpai* mentors to talk to the new participants about this aspect of their DHS experiences.

3 Personal Development: Issues and Suggestions

The results of my survey showed that most participants in the DHS short-term programme were not, prior to their departure, consciously aiming for 'personal development' (See Table 14). Indeed, being young, many of them probably were not very aware of what that actually detailed. However, a significant number of students indicated in the post-departure survey that they felt they had gained more tangible examples of 'personal development', namely confidence in themselves, learning about themselves through their experience by conquering challenges such as talking to new people in English, living away from home, living with a new family, and trying new food and customs (see *Analysis Pre- and Post-departure Survey: Question 6-2* in chapter 5) These findings confirm the findings of Sindt and Pachmayer (2007) that the students in their study reported that they had gained a greater sense of self and they felt they gained independence and had an opportunity to mature after the study abroad experience. It is important to note that the students in my case study are more junior, and would most likely not make these conclusions themselves.

3-1 Suggestions for Pre-departure

I strongly believe that part of the preparation for students embarking on a short-term study programme should include a discussion about the challenges that they might face while they are abroad, and how they might overcome these. Again, having *senpai* participate here would be very useful; sharing the challenges they experienced and how they managed those; ideally also sharing some insights on

how this impacted on their personal growth. This last point would perhaps be of more interest to teachers and parents than the students themselves. Moreover an understanding of the benefits of a short term programme in terms of personal growth, confidence, social awareness and so on, might offset some of the disappointment felt by parents when they realise that the overseas study has not boosted their child's linguistic abilities much.

Unlike linguistic ability and cultural competence, this matter of the contribution to personal development of overseas study is not easy to incorporate into the pre-departure preparatory lessons. This is because the matter is closely related to personal emotional issues. I believe the best way to raise students' awareness of their personal development, here again, to ask the *senpai* to talk from their own point of view on aspects related to their personal development gained from their visit to new Zealand, concerning, for example, their growth in confidence, satisfaction at overcoming challenges, ability to make friends with people they were initially scared of and so on.

3-2 Suggestions for Hosting Schools

For New Zealand hosts, it is important to understand that students will find some aspects of the programme challenging, and to ensure that those involved with the students, i.e. host families, staff and students at the host school are aware of these challenges and try hard to minimise them/support the overseas students through their learning process. As part of the planning it is also important to include opportunities for the Japanese students to make friendships, such as with the DHS buddy system, to conduct their Japanese culture presentation, attend social events

and sports activities where these friendships may be initiated and opportunities for interaction are increased.

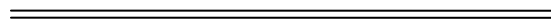
As mentioned before, a significant number of the DHS participants were nervous about staying with a host family but, through this experience the students gained more confidence in their communication with New Zealanders in English (see Table 22). Moreover, most valued the relationships and friendships they made, and indicated their intention to continue those friendships (see Table 35). This was despite the fact that many did not indicate 'making friends in New Zealand' as a high priority objective prior to their departure. We can see the achievement of new international friendships as evidence of the participants growing in both intercultural competence and personal development.

3-3 Suggestions for Debriefing

Again, debriefing is valuable for students to be able to reflect on, share and discuss the challenges they experienced in developing friendships in New Zealand, and how they did, or did not, manage to overcome them. Debriefing is particularly important for this aspect because my survey indicates that students did not have high expectations of this benefit from the programme, so we can conclude that many were not aware of this particular benefit from short-term overseas study. (See Table 14) This is important for part of their personal growth not to only reflect on their own experience, but also to learn about those of the other participants. Possible questions that could be used in the debriefing in terms of personal development:

- what challenges did I experience?
- how did I feel when I overcame a hard challenge?
- looking back on my trip to New Zealand, what do I wish I had done differently?
What do I regret doing / not having done?
- what aspect of my experience gave me more confidence to live away from my own home?
- did I make any non-Japanese friends in New Zealand ?
- how do I keep in touch with my host family and friends in New Zealand

Also, it is my belief that the programme coordinators in both countries should encourage students to continue their friendships with their newfound friends. This can only lead to more chances for communication and understanding beyond the short term programme.

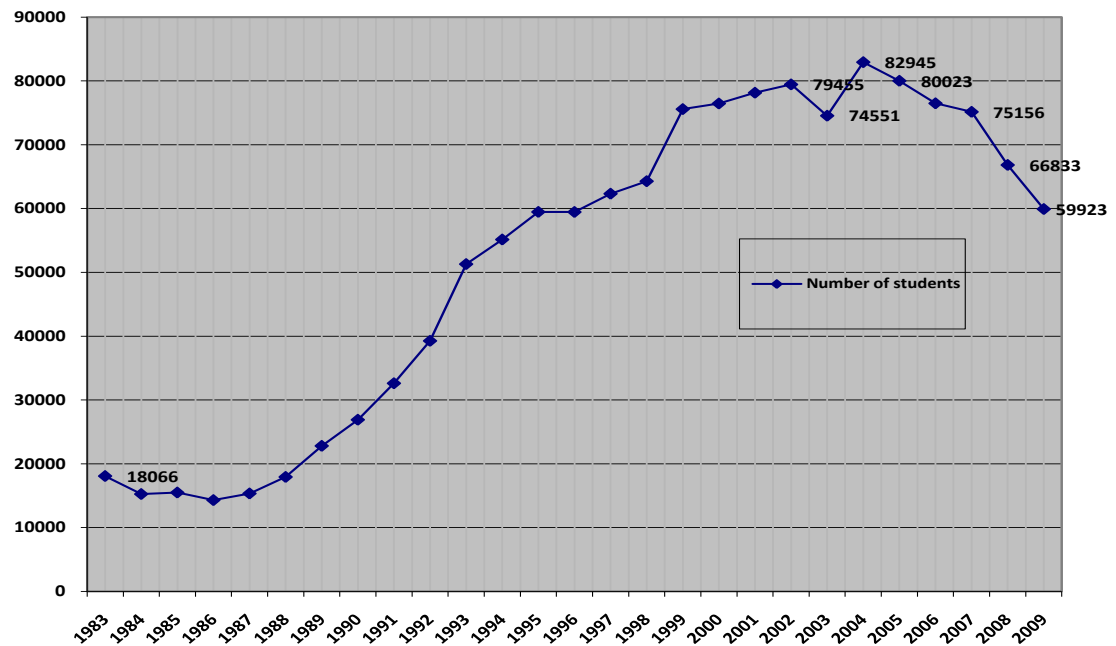


My research has shown that many participants had initial expectations of the programme that were not fulfilled, especially in regard to their language ability. On the other hand, there are indeed many benefits for students studying abroad, even if they are young and even if the programme is short. My study has shown that some of these benefits were expected, but some were not expected and not necessarily even noticed by the participants afterwards. To maximise the efficacy of the short-term study abroad programme to raise awareness of all the benefit gained and to reduce the presence of unfulfilled high expectations requires co-operation between the participants, schools and the host school, better preparation for the students beforehand, more opportunities for what the organisers know to be effective and

enjoyable learning opportunities while in the host country, and more opportunities for the participants to reflect and share on their experiences once the programme is completed.

Appendices

Appendix 1: Changes of the Numbers of Japanese Students Studying Abroad -Adapted from *Nihonjin no Kaigai Ryūgakujōkyō* (MEXT 2012) *



* Source : Ministry of Education, culture, sports, science and Technology Japan. (MEXT). 2012.
http://www.mext.go.jp/b_menu/houdou/22/12/___icsFiles/afieldfile/2010/12/22/1300642_1.pdf

Appendix 2: Japan-New Zealand Sister Cities*

- **shi** is the English equivalent to “city”
- **ku** is the English equivalent to “area”
- **machi** or – **cho** is the English equivalent to “town”
- **mura** or – **son** is the English equivalent to “village”
- () indicates prefecture in which the Japanese city, area, and village

Date of Agreement	New Zealand	Japan
7 March, 1973	Christchurch	Kurashiki-shi* (Okayama)
7 May, 1976	Nelson	Miyazu-shi (Kyoto)
22 April, 1980	Napier	Tomakomai-shi (Hokkaido)
25 July, 1980	Dunedin	Otaru-shi (Hokkaido)
24 February, 1982	Manukau	Utsunomiya-shi* (Tochigi)
28 July, 1983	Wanaka, Queenstown Lake District	Hikimi-cho (Shimane)
6 December, 1983	Maungakiekie – Auckland	Tomioka-machi (Fukushima)
14 May, 1984	Hamilton, Waikato	Saitama-shi (Saitama)
24 June, 1986	Auckland	Fukuoka-shi (Fukuoka)
7 October, 1987	Taupo	Hakone-machi (Kanagawa)
14 October, 1987	Ashuburton County	Shiozawa-machi (Niigata)
18 April, 1988	Tauranga	Hitachi-shi (Ibaraki)
29 April, 1988	Wanganui	Nagaizumi-cho* (Shizuoka)
7 July, 1989	Marlborough	Tendo-shi* (Yamagata)
30 March, 1990	Gisborne	Nonoichi-machi* (Ishikawa)

16 January, 1991	Marlborough	Otari-mura* (Nagano)
29 April, 1991	New Plymouth, Taranaki	Mishima-shi* (Shizuoka)
4 May, 1992	Waitakere	Kakogawa-shi* (Hyogo)
9 September, 1992	Selwyn	Akitakata-shi* (Hiroshima)
20 April, 1993	Invercargill	Kumagaya-shi (Saitama)
13 May, 1993	Far North District	Yuasa-cho* (Wakayama)
17 May, 1993	Auckland	Shinagawa-ku (Tokyo)
28 October, 1993	Tasman District Council	Fujimi-machi* (Nagano)
15 December, 1993	Porirua	Nishio-shi (Aichi)
14 February, 1994	Wellington	Sakai-shi (Osaka)
31 January, 1995	Horowhenua District	Shimofusa-machi* (Chiba)
30 March, 1995	Waitomo	Tatsuno-machi (Nagano)
16 July, 1995	Hutt	Minoh-shi (Osaka)
7 September, 1997	Motueka – Tasman	Kiyosato-cho* (Hokkaido)
12 October, 1997	Cambridge – Waipa	Bihoro-cho* (Hokkaido)
7 November, 1997	Turangi / Tongariro, Taupo	Kitashiobara-mura* (Fukushima)
16 November, 1997	Wakatane	Kamagaya-shi* (Chiba)
19, December, 1997	Tauranga	Susaki-shi (Kochi)
21 April, 1998	Masterton	Hatsukaichi-shi* (Hiroshima)
8 May, 1999	Wairoa District	Kitaibaraki-shi* (Ibaraki)
20 October, 1999	Warkworth – Rodney District	Furudono-machi* (Fukushima)
11 July, 2000	Ruapehu	Hidaka-cho (Hyogo)

14 July, 2000	Selwyn	Yubetsu-cho* (Hokkaido)
26 July, 2002	Franklin District – Pukekohe Ward	Hara-mura* (Nagano)
7 November, 2002	Clutha District	Nantan-shi* (Kyoto)
13 February, 2008	Timaru	Eniwa-shi (Hokkaido)

*Source: Embassy of Japan: http://www.nz.emb-japan.go.jp/culture_education/sistercities.html (Accessed on 2 April 2013)

Appendix 3: The Ethnocentric Stages -Adapted from Paige et al. (2003) p. 63.*

The Ethnocentric Stage	Assessment	Facilitation
Denial Learners are unable or unwilling to recognise cultural differences, possess a neutral disinterest in cultural differences	Learners say: “as long as we speak the same language, there will be no problems”	Learners need the ability to gather appropriate information about culture, initiatives to explore subjective aspects of culture, and the ability to recognise difference
Defence Learners negatively evaluate cultural difference (the greater the difference, the more negative the evaluation)	Learners say: “people from other cultures are not as open-minded as people from my own culture”	Learners need the ability to manage anxiety, recognise similarities and develop tolerance and patience
Minimisation Learners recognise and accept superficial cultural differences while holding that all human beings are essentially the same.	Learners say: “I am sick and tired of hearing all the time about what makes people different: we need to recognise that we are all human beings, after all”	Learners need culture-general knowledge, knowledge of one’s own culture(s), open mindedness, listening skills, and the ability to perceive others accurately

Source: Paige et al. 2003, *Maximizing Study Abroad, Program Professionals’ Guide*. p.63.

*I have simplified the original table

Appendix 4: The Ethnorelative Stages Adapted from Paige et al. (2003) p. 64.*

The Ethnorelative Stage	Assessment	Facilitation
<p>Acceptance</p> <p>Learners recognise and appreciate cultural differences in behaviour and values, accept cultural differences as viable alternative solutions to the organisation of human existence, begin to interpret phenomena within a context, consciously elaborate categories of difference</p>	<p>Learners say:</p> <p>“I generally enjoy the differences that exist between myself and people from other countries”</p>	<p>Learners need culture-specific knowledge, and respect for others’ values and beliefs</p>
<p>Adaption</p> <p>Learners develop skills that enable intercultural communication, use empathy and shift cultural frame of reference to understand and be understood across cultural boundaries</p>	<p>Learners say:</p> <p>“The more I understand this culture, the better I get at language”</p>	<p>Learners need risk-taking and problem solving skills, continued expansion of cultural behaviours, and social adaptability to link their cognitive ability to other aspects of their behaviour</p>
<p>Integration</p> <p>Learners internalise bicultural or multicultural frames of reference, maintain a definition of identity that is “marginal” to any particular culture and see themselves as “in process”</p>	<p>Learners say:</p> <p>“I am not liking everything here but I am willing to try to understand why it is the way it is and just to accept the things I cannot understand”</p>	<p>Learners need a culturally sensitive sense of humour, the ability to create new categories, and role and identity flexibility</p>

Source: Paige et al. 2003, *Maximizing Study Abroad, Program Professionals’ Guide*. p.64.

*I have simplified the original table.

Appendix5: Sample DHS Short-term Programme Itinerary

PROPOSED PROGRAMME

Tuesday, 07 February - Thursday, 16 February 2012

Date	Time	Activity
Tuesday, 07/02	Arrive 9:45 am 02.15pm 03.00pm	Arrive in Christchurch International Airport (NZ90) Met by <i>Miss Hayakawa</i> Lunch and walk visit to Willow bank Arrive at Darfield High School for official welcome in Assembly (<i>Principal</i>) Meet homestay families (<i>Hall</i>)
Wednesday, 08/02	08.45am 08.55am 09.30am 10.30am 02.30pm 03.15pm	Meet in E11 Board Bus for Mayoral Visit at Rolleston (<i>Miss Hayakawa</i>) Meet Mayor/Morning Tea Depart Rolleston for Christchurch City Sightseeing Depart Christchurch City Arrive Darfield High School
Thursday, 9/02	8.45am 09.00am	Meet in E10 Depart Darfield High School for walking and lunch at Castle Hill then depart for Lake Lyndon for kayaking and overnight camp (<i>Miss Hayakawa</i>)
Friday, 10/02	09.00am 02.30pm 03.15pm	Depart Lake Lyndon Camp for Rubicon Farm for horse trek, jet boating, lunch and farm show Depart Rubicon Farm (<i>Miss Hayakawa</i>) Arrive Darfield High School
Saturday 11/02 Sunday 12/02		Free time with Host Families
Monday, 13/02	08.45am 9.00am 10.00am 11.00am 11.20am 12.20pm 01.15pm 02.15pm	Meet in E11 Rock-climbing (<i>Gym</i>) In classes with buddies <i>Interval</i> Social Studies <i>Lunch</i> Yr 7 Japanese (<i>Miss Hayakawa</i>) (<i>E10</i>) English class (<i>E11</i>)

Tuesday, 14/02	08.45am 09.45am 10.15am <i>11.15am</i> 11.35am 12.35pm 01.15pm 02.15pm	Tour of Darfield Village In classes with buddies In classes with buddies <i>Interval</i> Cooking Kiwi Style (C10) <i>Lunch</i> Cooking Kiwi Style (C10) Yr 10 Japanese Class (<i>Miss Hayakawa</i>) (E10)
Wednesday, 15/02	08.45am 09.00am 10.00am <i>11.00am</i> 11.20am <i>12.20pm</i> 01.15pm 03.00pm 06.30pm	Meet in E11 In class with buddies Music class <i>Interval</i> Maori Culture (H2) <i>Lunch</i> Sayonara party practice Arrive back at Darfield High School Sayonara Dinner with Principal, International Department Staff and Host Families (Hall)
Thursday, 16/02	08 00am NZ514 leaves Airport at 11:00am	Depart from school for Christchurch International Airport (<i>Miss Hayakawa</i>)

Appendix 6: Questionnaire Information Sheet

アンケート調査に関する説明

MA Thesis, Title: Efficacy of Study Abroad Programmes between Japan and New Zealand
修士論文「日本からニュージーランドへ短期留学がもたらすその効果に関する論文」

You are invited to participate in the research project “Efficacy of Study Abroad Programmes between Japan and New Zealand” by completing the following questionnaire twice, once before and once after your study abroad experience. The aim of the project is to evaluate the effectiveness of short-term study abroad programmes from Japanese schools to New Zealand.

「日本からニュージーランドへ短期留学がもたらすその効果に関する論文」の調査のために留学前と留学後のアンケートの記入にご協力おねがいします。皆さんから得た結果は今後のプログラム向上のために使われます。

The project is being carried out for an MA thesis in the School of Languages, Cultures and Linguistics at the University of Canterbury in Christchurch by Sumiyo Hayakawa under the supervision of Dr Rachel M Payne, who can be contacted at 0064-3-364-2184. They will be pleased to discuss any concerns you may have about participation in the project.

この論文はクライストチャーチにあるカンタベリー大学文学部の修士論文課程で早川純代により執筆されます。この論文はレイチェル パイン教授の指導のもとに書かれますが、もしアンケート調査に関してご質問等あるようでしたら0064-3-364-2184にお電話いただいたら二人の指導教授どちらでもご質問にお答えします。

Your response will be identified by your nickname only in order to correlate the pre- and post-programme surveys. Please use the same nickname in both the pre- and post-programme surveys. I have no way to correlate your nickname to your name.

留学の事前、事後のアンケート調査が同じ人によって書かれていることを認識するためにニックネームを書いていただきます。留学の事前と事後アンケートには同じニックネームを使ってください。私はそのニックネームから皆さんを特定することはできません。

You may withdraw your participation at any time, including withdrawal of any information you have provided, until your questionnaire has been added to the others collected. Because it is anonymous, it cannot be retrieved after that.

アンケート調査は強制ではありませんので、いつでも中止することができます。しかしアンケートを提出してから返信を希望されても、私からは皆さんを特定することができませんのでお返しすることはできません。

By completing the questionnaire it will be understood that you have consented to participate in the project, and that you consent to publication of the aggregated results of the project with the understanding that anonymity will be preserved.

アンケートに記入いただいた時点で、この論文に協力し、個人情報に関することを公表しないことに同意したと認めます。

The project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

この論文に関するアンケート調査はカンタベリー大学の人権擁護委員会の許可を得て行われています。

Appendix 7: Consent Form

同意書

Thesis title: Efficacy Of Study Abroad Programmes between Japan and New Zealand

「短期留学がもたらすその効果に関する論文」

The questionnaire is to be incorporated into an MA thesis by Sumiyo Hayakawa at Canterbury University in Christchurch. I have read and understood the description of the above-named project. On this basis I agree to participate as a subject in the project, and I consent to publication of the results of the project with the understanding that anonymity will be preserved.

アンケート調査は修士論文「日本からニュージーランドへの短期留学がもたらすその効果に関する論文」のために使われること。上記の論文執筆に関する説明を読み理解した上で、その際に得られたプライバシーに関することは公表しないことを条件にアンケート協力することを同意する。

I understand also that I may at any time withdraw from the project, including withdrawal of any information I have provided.

私はこの調査の協力をいつでも中止し、それまでに協力した情報を破棄することができる。

I note that the project has been reviewed and approved by the University of Canterbury Human Ethics Committee.

カンタベリー大学人権保護委員会の許可を得た上でアンケート調査が行われることに同意する。

Name 名前 _____
Signature サイン _____
Date 日付 _____

Appendix 8: Permission Form

許可書

私の学生に対して、以下の条件でアンケート調査を認めます。

I give approval for my students to answer the questionnaire, under the following conditions.

1. アンケート調査はクライストチャーチ、カンタベリー大学にて早川純代による修士論文「日本からニュージーランドへの短期留学がもたらすその効果に関する論文」のために使われること。
The questionnaire results are to be incorporated into an MA thesis by Sumiyo Hayakawa at Canterbury University in Christchurch: Thesis title: Efficacy of Study Abroad Programmes between Japan and New Zealand.
2. アンケートを記入する学生に精神的、肉体的、苦痛がともなわないこと。
My students' participation in the questionnaire does not harm them either mentally or physically, and participation in the questionnaire will be voluntary.
3. 論文は非営利目的であり、その個人名、プライバシーにかかわることは一切公表しないこと。
The purpose of the thesis is non profit making and no personal information will be released.
4. 論文で得た結果は、今後のプログラム向上のために使われること。
The results of the questionnaire will contribute to improving the school's short term study abroad programmes.

School/Group name 学校/グループ名 _____

Signature サイン _____

Appendix 9: Short-term Groups Student Pre-study Abroad Survey (with English Translation)

Short Term Groups Student Pre-Study Abroad Survey 短期留学事前アンケート

- 1 当てはまる方に○をつけてください。 男 女
Are you male or female? Male Female
- 2 ニックネームを書いてください。
(このニックネームは事後アンケートにも同じものを使ってください。)
Write your nickname. (Please ensure that you will remember this nickname,
as you will be asked to write the same nickname later, in your post-study abroad survey.)
- 3 短期留学に対する自分の目的を当てはまる順に1から10まで番号をつけて下さい。
What are the purposes of your study abroad? Please list in order the following
aspects from 1 (most relevant) to 10 (least relevant).

a) <input type="checkbox"/> ニュージーランドの文化を学ぶため To learn about New Zealand culture	b) <input type="checkbox"/> 英作文力を伸ばすため To improve my English writing skills
c) <input type="checkbox"/> 英語のヒアリング力を伸ばすため To improve my English listening skills	d) <input type="checkbox"/> 自分自身に自信をつけるため To increase self-confidence
e) <input type="checkbox"/> 英語会話を伸ばすため To improve my English conversation skills	f) <input type="checkbox"/> 自分自身を見直すため To understand myself more
g) <input type="checkbox"/> 受験勉強のため For entrance examinations	h) <input type="checkbox"/> ニュージーランドに友達を作るため To make friends in New Zealand
i) <input type="checkbox"/> 日本文化を再確認するため To understand more about Japanese culture	j) <input type="checkbox"/> 異文化に溶け込める自分を養うため To get used to fitting into different cultures
- 4 ホストファミリーはどんな家庭だと想像しますか。(人々、ペット、家の中、清潔さなど)
What do you think your host family their homewill be like? E.g. People, pets, house, cleanliness, etc.
()
- 5 英語で次のことをホストファミリーに言えますか。自分の英語の自信度を1から5の間に○で記入してください。
Rate your English language skills from 1 (Fully confident) to 5 (Not confident).
How confident are you that you can express yourself to your host family in English for the following activities?

a) 自己紹介 (名前、趣味、家族のことなど) Introduce yourself.	自信がある 1 2 3 4 5 自信が無い (Fully confident) (Not confident)
b) 洗濯をしてください。 Ask them to do your washing.	自信がある 1 2 3 4 5 自信が無い
c) 日本の家に電話をかけたいのですが。 Ask them to let you phone home to Japan.	自信がある 1 2 3 4 5 自信が無い
d) シャワーのお湯が冷たすぎるのですが。 Tell them the shower was too cold.	自信がある 1 2 3 4 5 自信が無い
e) 一緒にトランプゲームをしましょう。 Invite them to play cards.	自信がある 1 2 3 4 5 自信が無い

- f) 買い物に連れて行ってください。 自信がある 1 2 3 4 5 自信が無い
Ask them to take you shopping.
- g) おなかが痛いのですが。 自信がある 1 2 3 4 5 自信が無い
Tell them you have a stomach ache.
- h)一緒に記念写真をとってください。 自信がある 1 2 3 4 5 自信が無い
Ask them to take a photo together with you.
- i) 夕食美味しかったです。 自信がある 1 2 3 4 5 自信が無い
Tell them dinner was nice.
- j) ただいま。今日は一日楽しかったです。 自信がある 1 2 3 4 5 自信が無い
Announce your return home and tell them you have had a good day.

6- 1 滞在中のプログラムの中で一番楽しみにしていることは何ですか。楽しみにしている
順に1から10まで順位をつけてください。
Which of the following activities are you looking forward to most? Please rate them from1
(looking forward to most) to10 (looking forward to least).

- | | |
|--|--|
| a) <input type="checkbox"/> 学校の授業参加
School lessons | b) <input type="checkbox"/> ジェットボード体験
Jet boating |
| c) <input type="checkbox"/> 農場見学
Farm visit | d) <input type="checkbox"/> マオリの文化授業参加
Maori culture lesson |
| e) <input type="checkbox"/> クライストチャーチでの買い物
Shopping in Christchurch | f) <input type="checkbox"/> 野外活動
Outdoor activities |
| g) <input type="checkbox"/> 日本語の授業参加
Japanese lessons | h) <input type="checkbox"/> ホストの学生との交流
Time with buddies |
| i) <input type="checkbox"/> ESOLの授業
ESOL lessons | j) <input type="checkbox"/> キウイの鳥を見に行くこと
Seeing kiwi |

6- 2 その他あなたが楽しみにしていることがあれば書いてください。
Other activities you are looking forward to. (Please specify)

()

7- 1 日本の文化をニュージーランドの人に紹介しようと考えていますか。 はい いいえ
Do you intend to tell New Zealand people about Japanese culture? Yes No

7- 2 「はい。」と答えた場合、どんなことを紹介するつもりですか。
If you answered Yes, what aspects of Japanese culture are you intending to introduce them to?

()

7- 3 なぜその題材を紹介しようと思ったのですか。
Why did you choose to explain this aspect?

()

8 ニュージーランド人の生活習慣について、知っていることがあれば書いてください。
Please write down what you know about New Zealand daily life and customs?

()

- 9- 1 ニュージーランドに滞在中に文化の違いや言葉の違いで困ることがあると思いますか。
Do you think you will have difficulties coping with the culture and language while you stay in New Zealand?
はい いいえ
Yes No
- 9- 2 「はい。」と答えた場合、たとえばどんなことで一番困ると思いますか。
If you answered Yes, what cultural differences or language problems do you think will you find most difficult during your visit?
()
- 10 今回の短期留学の体験がこれからの人生にとってプラスになると期待しますか。
期待する程度に当てはまる数字に○をつけてください。
Are you expecting this study abroad experience will be of use to you in the future?
すごく期待する 1 2 3 4 5 まったく期待しない
Yes, definitely No, not at all
- 11 ホストファミリーや学校であった学生と今後もメールのやり取りなどで交流をしたいと希望しますか。
Do you think you will want to keep in touch with your host family or students whom you meet during your visit?
すごく希望する 1 2 3 4 5 まったく希望しない
Yes, definitely No, not at all
- 12 もしニュージーランド人がホストファミリーを探していたらあなたや家族はホストファミリーになると思いますか。
Would you and your family be willing to host a student from New Zealand?
はい いいえ
Yes No
- 13- 1 今回の短期留学の前にニュージーランドの文化、生活習慣、今回の短期留学のための英語講座などの事前学習は何時間位しましたか。
How many hours of preparatory lessons have you had? For example, New Zealand cultural studies, customs and special English classes.
_____時間 (通常の英語の授業は除く)
Hours (apart from normal English lessons at school)
- 13- 2 事前学習で習ったことのなかで、どんなことが実際今回の留学で役に立つと思いますか。
Which aspect of your preparatory lessons do you think will be most useful?
()
- 14- 1 これまで、外国に行ったことはありますか。 はい いいえ
Have you ever been overseas before? Yes No
- 14- 2 「はい。」と答えた場合、どこの国に行きましたか。
If you answered Yes, which countries have you been to?
()
- ご協力ありがとうございました。
Thank you very much.

Appendix 10: Short-term Groups Students Post-study Abroad Survey (with English Translation)

Short Term Groups Student Post-Study Abroad Survey 短期留学事後アンケート

- 1 当てはまる方に○をつけてください。 男 女
Are you male or female? Male Female
- 2 事前アンケートに使ったのと同じニックネームを書いてください。 _____
Write the nickname which you used in the pre-study abroad survey.
- 3 今回の短期留学で自分の目的が達成されたと思われる順に1から10まで番号をつけてください。
What did you achieve during your visit? Please rate the following aspects from 1(achieved most) to 10 (achieved least).
- a) ☐ ニュージーランドの文化が学べた b) ☐ 英作文力ができるようになった
Learnt about New Zealand culture Improved English writing skills
- c) ☐ 英語のヒアリング力が d) ☐ 自分自身に自信がついた
Improved English listening skills Gained self-confidence
- e) ☐ 英語会話が伸びた f) ☐ 自分自身を見直せた
Improved my English conversation skills Learnt more about myself
- g) ☐ 受験勉強のためになった h) ☐ ニュージーランドに友達ができた
Boosted knowledge for entrance examinations Made friends in New Zealand
- i) ☐ 日本文化を再確認できた j) ☐ 異文化に溶け込める自分になった
Learned more about Japanese culture Gained familiarity with different cultures
- 4- 1 あなたが想像していたホストファミリーと、実際のホストファミリーは違いましたか。
Did you think your host family were different from your initial expectation?
- はい いいえ
Yes No
- 4- 2 「はい。」と答えた場合、具体的にどんな風にあなたの想像と違っていましたか。
If you answered Yes, how did they differ from your expectation?
()
- 5 英語で次のことをホストファミリーに言う自信がありますか。1から5の間に○で記入してください。
Are you confident you could now perform the following tasks in English with your host family?
- a) 自己紹介（名前、趣味、家族のことなど） 自信がある 1 2 3 4 5 自信が無い
Introduce yourself. (Fully confident) (Not confident)
- b) 洗濯をしてください。 自信がある 1 2 3 4 5 自信が無い
Ask them to do your washing.
- c) 日本の家に電話をかけたいのですが。 自信がある 1 2 3 4 5 自信が無い
Ask them to let you phone home to Japan.
- d) シャワーのお湯が冷たすぎるのですが。 自信がある 1 2 3 4 5 自信が無い
Tell them the shower was too cold.
- e) 一緒にトランプゲームをしましょう。 自信がある 1 2 3 4 5 自信が無い
Invite them to play cards.
- f) 買い物に連れて行ってください。 自信がある 1 2 3 4 5 自信が無い
Ask them to take you shopping.

- g) おなかが痛いのですが。 自信がある 1 2 3 4 5 自信が無い
Tell them you have a stomach ache.
- h)一緒に記念写真をとってください。 自信がある 1 2 3 4 5 自信が無い
Ask them to take a photo together with you.
- i)夕食美味しかったです。 自信がある 1 2 3 4 5 自信が無い
Tell them dinner was nice.
- j)ただいま。今日は一日楽しかったです。 自信がある 1 2 3 4 5 自信が無い
Announce your return home and tell them you have had a good day.
- 6- 1 滞在中のプログラムの中で一番楽しかったことは何ですか。楽しかった順に1から10まで順位をつけて下さい。
What activities did you enjoy during your visit? Please rate from 1 (most enjoyable) to 10 (least enjoyable).
- | | |
|--|--|
| a) <input type="checkbox"/> 学校の授業参加
School lessons | b) <input type="checkbox"/> ジェットボード体験
Jet boating |
| c) <input type="checkbox"/> 農場見学
Farm visit | d) <input type="checkbox"/> マオリの文化授業参加
Maori culture lesson |
| e) <input type="checkbox"/> クライストチャーチでの買い物
Shopping in Christchurch | f) <input type="checkbox"/> 野外活動
Outdoor activities |
| g) <input type="checkbox"/> 日本語の授業参加
Japanese lessons | h) <input type="checkbox"/> ホストの学生との交流
Time with buddies |
| i) <input type="checkbox"/> ESOLの授業
ESOL lessons | j) <input type="checkbox"/> キウイの鳥を見に行くこと
Seeing kiwi birds |
- 6- 2 その他あなたが滞在中に楽しかったことがあれば書いてください。
What else did you enjoy during your stay?
()
- 7- 1 日本の文化をニュージーランドの人に何か紹介しましたか。
Did you tell New Zealanders about Japanese culture?
はい いいえ
Yes No
- 7- 2 「はい。」と答えた場合、どんなことを紹介しましたか。
If you answered Yes, what aspects of Japanese culture did you introduce to them?
()
- 7- 3 日本文化を紹介してみてどんな感想をもちましたか。
How successful do you think your efforts were to introduce Japanese culture to New Zealand people?
()

- 8 ニュージーランド人の生活習慣について今回の体験を通じて学んだことがあれば書いて下さい。
What did you learn about New Zealand customs, daily life or habits during your visit?

()

- 9- 1 ニュージーランドに滞在中に文化の違いや言葉の違いで困りましたか。
Did you encounter cultural or language difficulties?

はい いいえ
Yes No

- 9- 2 「はい。」と答えた場合、どんなことで一番困りましたか。
If you answered Yes, what difficulties did you encounter?

()

- 10 今回の短期留学の体験がこれからの人生にとってプラスになると期待しますか。
期待する程度に当てはまる数字に○をつけてください。
Do you think this short term study abroad experience will be of use to you in the future?

すごく期待する 1 2 3 4 5 まったく期待しない
Yes, definitely No, not at all

- 11 ホストファミリーや学校であった学生と今後もメールのやり取りなどで交流をしたいと希望しますか。
Do you think you will want to keep in touch with your host family or students you met during your visit?

すごく希望する 1 2 3 4 5 まったく希望しない
Yes, definitely No, not at all

- 12 もしニュージーランド人がホストファミリーを探していたらあなたや家族はホストファミリーになると思いますか。
Would you and your family be willing to host a student from New Zealand?

はい いいえ
Yes No

- 13- 1 今回の短期留学の前に事前学習はあなたの今回の留学に役に立ちましたか。
Do you think your preparatory lessons were helpful?

はい いいえ
Yes No

- 13- 2 「はい。」と答えた場合、具体的にどんなことが役に立ちましたか。
If you answered Yes, please write examples of useful aspects.

()

- 13- 3 「いいえ。」と答えた場合、どんなことを習ってきたらよかったと思いましたか。
If you answered No, what would you like to have learnt before your visit to New Zealand?

()

ご協力ありがとうございました。
Thank you very much.

**Appendix 11: Progression in the Learning Languages
Communication Strand- Adapted from *Learning Languages
Teaching and Learning Guide****

Level	Communicative function	Content	Context
Levels 1 and 2	Receiving and producing	Information	Familiar expression Everyday vocabulary Using social awareness to communicate appropriately
	Producing and responding to	Questions and requests	
Levels 3 and 4	Understanding and producing	Information and idea	Simple texts Immediate environment Using cultural knowledge to communicate appropriately
	Expressing and responding to	Personal needs and interests	
Levels 5 and 6	Communicating	Information, idea, and opinions	More complex language Beyond the immediate context Using knowledge of the situation to communicate appropriately
	Expressing and responding to	Personal ideas and opinions	
Level 7 and 8	Communicating	Information, ideas and opinions	Variable and effective language use Engaging in sustained interaction
	Exploring	Views of others	
	Developing and sharing	Personal perspectives	
	Justifying	Own ideas and opinions	
	Supporting or challenging	Ideas and opinions of others	

Source:

Adapted from : Learning Languages Teaching and Learning Guide, Ministry of Education;

seniorsecondary.tki.org.nz/content/download/2713/.../F125099371.pdf (Accessed 10 November 2013)

Glossary

DHS	Darfield High School
JET	The Japan Exchange and Teaching Programme
MEXT	Ministry of Education, Culture, Sports, Science and Technology in Japan
MOFA	Ministry of Foreign Affairs of Japan

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